



DYNAMIC TEACHER EDUCATION FOR PROGRESSIVE INDIA

Mrs. Ragini Milind Naik

Teacher, Jnana Prabodhini Prashala, 510, Sadashiv Peth, Pune- 411030, Maharashtra.

Abstract

Change is life. Education field cannot be an exception to it. To understand the changes expected in the future, we must consider the changes in society at present in the light of the past and thinking futuristically, ponder over it, prepare for the coming changes. The societal changes that are showing their influence includes changes are- nuclear families and brittle relationships, abundance of resources, abundant information, employment opportunities, changing value systems – notions of respect, listening to/obeying elders, freedom and ethics, piety etc., increasing pace of life and hence stress, exposure to the world- wide base of knowledge, gender equality, women empowerment etc. These societal onsets demand changes in the teacher's role in future. Traditional job of transferring information needs to be replaced by roles of a knowledge facilitator, a manager, skills developer, a counselor, a mentor, thus influencing every aspect of a student's life. To equip a teacher-student for different roles, the training department has to change its structure. Including theories and more practicals on topics like mentoring, counseling, psychology of the respective age-group, technology based teaching-learning, activity based teaching-learning, co-operative learning, flipped classrooms, gender sensitivity should be a part of the training program and a major focus should be on field-training backed by effective mentoring.

Key words : teacher education/ training, teacher roles



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

1. INTRODUCTION

Change is life. Since ages the human race has been striving for the betterment of itself. From where does this urge come, that sets the human far above the animal kingdom? The urge to know, understand, discover, the thirst for knowledge... This thirst is so strong that at times people have gone on the path of renunciation, beyond the worldly pleasures in search of truth.

It is so natural an act. Every human is curious by birth. It is often said that we are learning all the time and that we may not be conscious of it happening. Learning is both a process and an outcome. As a process it is part of living in the world. As an outcome it is a new understanding or appreciation of something.

To make use of this natural instinct for the betterment of the society, we put it into formal practice. In a structured society of today, we find that great emphasis is laid on the education system. It is progressing towards a better framework with a lot of thought and sweat put in by numerous thinkers and educationalists.

The history of education tells us that the education system has undergone changes and has adapted it to the new waves coming in and even played a vital role in shaping the society. Training the sculptors of the future is indeed an extremely important job. The teacher education institutes have a great responsibility on their shoulders. And hence they need to have vision and flexibility to adapt to the changing society for leading the nation on the path of progress.

Today we are going through an enormous transition in this field. With the onset of technology, information is handy and expanse is easier. Does it necessarily mean that now it is easy to progress and have the desired changes easily?

THE PAST

The modern education system started much before we got independence. In initial stages we followed the Macaulian way of schooling, where education was imparted with the limited objective of preparing pupils to join the service and not for life. At certain stages secondary education became merely a step towards the universities and University colleges with the result that schools could not function with an independent programme of their own.

A lot of thought was given on reforming the education system by various commissions chaired by eminent educationists and their recommendations have reformed the status of education in India.

THE PRESENT

Today we find that there is a variety of education offered in India, right from the pre-primary level to post-doctoral level. A wide range of courses, durations, mediums, media has been introduced. Abundant resources and manpower is available. Technology, the magical wand, is ready to show the miracle.

Still, there is unrest. Something is missing. It's not a complete, happy picture.

THE PRESENT - ASPECTS THAT AFFECT THE FIELD OF EDUCATION

A lot of changes are taking place in the country. India, once known for the family culture, now sees the fall of the system and upcoming of **nuclear families** giving way to **brittle relationships** and arousing feeling of **insecurity**.

Technology is advancing leaps and bounds. The whole world has become approachable. Social Media is prevailing the young generation. Still, psychological problems are at peak.

There are **abundant resources** available, but the prudence to proper use seems missing. A general insensitivity seems prevailing the society.

Astronomical amount of information is available in seconds at the finger tip. Is the number of wise increasing?

Change in value systems is adding to the chaos. The earlier generations believed in respect, listening to or obeying the elders, ideas related to piety, ethics, justice, freedom, space, faith, perspective of the world were all different from today's generation, which is leading to personal, familial unrest. There is a need of education for **character building**.

Student-teacher relationship is also changing. Teachers are slowly missing their place as "the ultimate" and are being treated as professionals. Students are opening up and are well aware of their rights. There has been a change in notions like discipline and punishments.

As a side effect of industrialisation, the overall **pace of life** has been accelerated beyond control increasing stress in personal and social life.

Life has become volatile. **Nothing seems permanent-** from a mobile handset to relationships.. Children need to learn to handle this change and stabilise their personalities. A number of and **variety of employment opportunities** available make it difficult for the education sector to attract appropriate candidates. It also needs to train its candidates to equip next generations for these different careers by inculcating needed skills .

There has been an increase in tendencies that feed **separatism**. Undesirable tendencies like provincialism, regionalism etc. are posing a serious threat to the integrity of the nation. Measures must be taken for **national character building** from the initial stages.

There has been a positive change. Gender equality and women empowerment is evident today. A positive mindset of people should be created to accept & applaud this change.

New knowledge is being created and **new policies and reforms**, researches bring in changes over and over again. One needs to keep oneself updated and flexible to adapt to it.

The global village is giving people all sorts of exposures. To keep in pace with the world, we need to move beyond paper and pencil and the brick and mortar structure. New ways of teaching-learning is a must. There is a need to move on and **reframe the set academic syllabi**.

With the changing policies and increase in general awareness among people, **diversity of learners** is increasing. A teacher should update his skillset to adapt to such situations.

CHANGING ROLE OF A TEACHER

A teacher's duty is to prepare the young one's for life. A teacher changes a student's world, thus in turn changes the whole world. A teacher plays a vital role in finding the solutions for the societal needs and keeps it progressive.

As discussed above, the society has undergone transformations, the role of the teacher has also seen a shift in it. To make necessary amendments, a teacher now has to play roles different from the traditional one i.e. from “agent of information” to “agent of reformation.”

The goal is manifestation of perfection :

The goal of education is taking out the best that the pupil has in him/her. A teacher has to keep this in mind and design activities. To fulfil the goal, exposure and challenge are the tools. The teacher should try to revolve all the teachings around these tools. Personalised education, more focus on subjective procedures, a free environment, freedom of expression and choice are some key factors to reach the aim.

Learning Manager/ Facilitator : This is a well accepted role of a teacher now-a-days. From just imparting information, a teacher has to move on and facilitate learning and creation of knowledge. He should teach students “learning to learn” and so teach different study skills, self organisation skills etc.

Educational Psychologist : Time has gone where pupils would sit in front of the teacher and listen to him who reads out the textbook or make him do the exercise. Children are no longer the empty vessels to fill with knowledge. Each one comes in the classroom with his own assets, abilities, aptitude, needs and ambitions, backgrounds. To understand each and every child and make education most meaningful task for each of them, one needs to know the psychology of different age groups, their motivations and ways to make them come out with their best, a teacher must have a sound background of educational psychology.

Techno-savvy : This is another role that the present teachers are mending themselves into. The onset of technology demands everyone to get familiarised with new techniques. A teacher's role is beyond mere use. He has to train his students in information processing and knowledge creation by using the weapon prudently.

Alongwith this, the classroom and learning environment is also likely to change. Concepts like blended learning, flipped classroom should be a part of the daily practice.

What a teacher needs to teach is thinking skills and not content.

Mentor: It is the need of the hour that the teacher broadens his areas of work. To prepare a student for the future amongst all the challenges mentioned above an advisor, a guide is necessary for the children. A teacher has to play this role of understanding the emotions, emotional turmoils, anxieties and help overcome them and give a positive direction to his student's life. They might preside over the whole life of the pupil helping them decide their life goals.

Inculcating correct values and removing the incorrect is also the job of a mentor. Values can be inculcated with logical explanations, personal dialogues induction training through spending more time with the child and not by imposing. Thus one needs to change his style of teaching from preaching to task based, logically built activities helping the child make discovery on his own.

Counsellor : Alongwith teaching, teachers will have to provide counselling as they identify some psychological, academic problem. They also need to think about the different directions of career to suggest to their pupils.

Researcher : A lot of emphasis is now given or it needs to be given on research based theories to be put into practice. One has to think scientifically of the tasks and activities to find out the effectiveness and improvements. We must consider ourselves accountable for the progress of our students and hence keep on checking the effectiveness of our work. Research would provide a strong support to his work.

Skills Trainer : Mere rote learning, mugging up information is not the way of the world now. A good teacher moves further and equips his students with skills for survival in today's world. May they be soft skills, vocational skills or life skills, it is now teachers primary duty. With increasing variety of employments students would need to acquire various skills. This may lead to change in content of the school syllabus and even school structures may need to change to accommodate different vocations.

To deal with the increasing pace of life that leads to unnecessary stress, a teacher may need to train students on **emotional management, self organisation**, meditation and yoga. Simple techniques like diary writing, introspection, SWOT analysis can help reduce the stress.

Gender sensitivity is another important area where a teacher needs to take an active role. With free and compulsory education to ALL, the number of girls getting education is increasing. Women are getting empowered. A teacher should be able to support this change by sensitizing the students towards creating a society where both the genders will have an equal status and positive mind set towards each other.

ROLE OF TEACHER EDUCATION

If a teacher has to play the above mentioned roles successfully, the teacher education programme will have to prepare the student teacher for that. A lot of reforms need to be considered in the present teacher education programme. A lot of positive changes are being made already by the department of education. What remains is the effective implementation of the policies adopted.

The learned commissions, who really had visionaries in it, had recommended futuristic changes, changes that were far ahead of the time, but most of them were not implemented properly. The following changes are suggested for better education of the student teachers.

1. Strong Emphasis On Practical learning :

It is a welcome change that the duration of teacher education programme is increased. Making a prudent use of the increased time is essential. Teaching is a live job. Teachers need to handle children who are full of emotions and life. Mere reading books and guarded lessons won't really create the actual sense in the teacher. So a lot of practical work, working with children while learning their psychology would help much more.

2. Change in the content :

The skills mentioned that the teacher needs to inculcate in the children, must be there in the teachers themselves. So training in mentoring, psychology, soft skills etc. must be a part of the education programme. We need to think about reframing the structure of the curriculum. It should be the replica of the kind of curriculum the student-teacher would handle. Emphasis on group-task, mentoring sessions, project work etc. needs to be included. Skills required for classroom management and an inclusive classroom are to be enhanced.

3. Exposure to technology and its use :

Education centres should include sessions on what different technologies are available, how to use it and they should even train them in creating their own materials using technology, instead of using the available ones. They should be made clear with the fact that technology is a mere help, the process of teaching and learning is more important and let not technology overpower their teaching.

4. Tie-up with schools :

Is it possible to have tie-ups with different schools and use them as laboratories for the students to work practically? A combination of a school and a D.ED./B.Ed. College in the same campus is possible it will be of great use.

5. Dignity to the profession : Now a days the charm of being a teacher seems to be lost. The most important job of shaping the future of the nation, of the society seems to have lost its dignity, importance in front of the other lucrative jobs. A thought needs to be given to uplift the status of teachers in the society as well as the course. The course must be made attractive and worthy enough so that the meritorious people feel that it is a challenge they should take up and serve the society.

6. Inclusion of thought/content on National Character building:

It is the need of the hour. We need teachers full of love for the nation, nationalistic values and dedication towards building the nation. Along with content inclusion, we also must give chance to the student teachers to explore and understand our nation, its glorious past and dream of the golden future. For this lectures by eminent historians, staying with such persons of national character, sessions on current affairs of the state, arranging study camps to

various places, exchange programmes with other states etc. need to be included in the curriculum.

7. Personalised education through subjective procedures :

Every person is unique. An attempt should be made to cater to the needs of these diverse learners i.e. the student-teachers also. They ,too, should have their mentors who would take care of their progress and set an example of how to mentor someone. There should be wide variety of topics offered in the course and freedom to choose according to the aptitude of the students. An entrance examination to identify the aptitude can be taken. Alongwith freedom to choose, freedom of pace should also be provided.

8. Evaluation system:

We must consider a change in the evaluation system. Course work should be a small part of evaluation. Emphasis should be laid on actual grasping of it, thus practical, real life challenges and exposures, group tasks and project work, action-researches also should be included in formative evaluation as a part of continuous, comprehensive evaluation. Credit system is a welcome change.

CONCLUSION/RECOMMENDATIONS :

To conclude we can say that India's needs to are different from what they were in the past. It is education who shoulders the responsibility to cater to the changing needs. So the education department needs to think on changing the curriculum for schooling , university education as well as the future teachers also. The following are the recommendations:

1. There needs to be addition of skills training, skills of mentoring and counseling etc. In the course work.
2. A practical oriented approach is needed. Tie-ups with school and using them as live laboratories for trainings should be thought upon.
3. Efforts should be made to regain the dignity of the profession and attract more dedicated and intelligent persons to this field.
4. Emphasis should be laid on personalised education.
5. The teacher-education programme should be the replica of the school environment.
6. Research and psychology of the respective age-groups must be a part of the content.
7. Continuous and comprehensive evaluation as well as strong in-service- trainings are recommended.

REFERENCES:

- Kakkad, G (1995) Shikshan w Adhyapak Shikshan, Pune, Dnyan Vilas Press*
Bhatia, H.R, (1959) A New Deal in Education, Bombay, Orient Longmans
UNESCO, Education Strategy 2014-2021(2014) Paris, the United Nations Educational, Scientific and Cultural Organization
Mudaliar Commission Report