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**Abstract**

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*The quality of a nation depends upon the quality of its citizens. The quality of citizens depends upon the quality of education and the quality of education depends more upon the quality of their teachers. To succeed the classroom tasks more effectively and successfully there is a high need of professional, smart and efficient teachers. Teacher plays a very pivotal role in shaping the student's personality and behaviour, which ultimately form the future of society. Teacher education and teacher development are important to prepare teachers for the 21<sup>st</sup> Century classrooms or to promote student's curiosity and intrinsic motivation to learn, establish a safe, supportive and positive learning environment for all students, encourage cultural awareness and cultural sensitivity in students, encourage cooperation amongst students, act as a classroom facilitator, make students feel appreciated, have long & short term plans or to communicate with students and to apply a variety of teaching techniques for the better learning of students. This paper focuses on the study of the concept of Teacher Education and its components, importance of Teacher Education, Teacher Development & important factors for Teacher Development and Innovative programmes of Teacher Education. This research is an effort to study the importance of Teacher Education and Teacher Development.*

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**Keywords:** *Teacher Education, Teacher Development, Innovative Programmes*



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**Introduction:**

Teacher development is a process not an event. It is a comprehensive growth and support. From the time teachers begin any initial preparation and or teaching provision needs to be made for the ongoing development of knowledge of the subject matter, concrete skills to teach, observe, assess and reflect; incentives and career growth. Teacher professionalism begins with instructional competence and commitment and extends into several related issues dealing with the degree of decision-making autonomy and accountability. Initial professionalism should focus on helping teachers develop basic Instructional competencies. It is well known that the

quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

Teacher plays a very pivotal role in shaping the student's personality and behaviour, which ultimately form the future of society. Parents are always concerned to provide their children with the best education. Good schooling means good teaching that is we mean to say an efficient teacher. Students are taught all the basic manners and behaviour which help them to carry on living in the best possible manner. The Teacher is a very important element of the educational process or programme. The teacher is responsible for students' academic achievement or progress as well as future achievements or development. To secure the future of the nation, teacher education and teacher development are needed. This also needs for the success of educational institutes or processes.

Teacher education helps in preparing good, efficient and well-trained teaching faculty. The holistic development of teacher development is necessary and therefore teacher education needed more emphasis than mere training. Teacher education and teacher development are important to prepare teachers for the 21<sup>st</sup> Century classrooms or to promote student's curiosity and intrinsic motivation to learn, establish a safe, supportive and positive learning environment for all students, encourage cultural awareness and cultural sensitivity in students, encourage cooperation amongst students, act as a classroom facilitator, make students feel appreciated, have long & short term plans or to communicate with students and to apply a variety of teaching techniques for the better learning of students.

Teacher education needs to make the teacher the adaptor, communicator, leader, learner visionary, collaborator, model, and the risk taker.

**The Adapter:**

To adapt the curriculum and the requirements to teach to the curriculum in imaginative ways. Software and hardware designed for a business model into tools utilizable by a variety of age groups and abilities to a dynamic teaching experience.

**To Communicator:**

The 21<sup>st</sup> Century teacher, as a communicator, must be fluent in tools and technologies that enable communication and collaboration anywhere, anytime. They not only know how to communicate but they also know how to facilitate, stimulate, control, moderate and manage communication.

**The learner:**

The 21<sup>st</sup> Century teacher, as a learner, must be lifelong learners, continue to absorb experiences and knowledge, endeavour to stay current, change and learn as the horizons and landscape changes.

**The Visionary:**

The 21<sup>st</sup> Century teacher, as a visionary must have rich imagination to see the potential in, grasp and manipulate the emerging tools and web technologies, look at other's ideas and envisage how they would use these in their class, looks across the disciplines and through the curricula and make links that reinforce and value learning in other areas and make other fields as leverage to reinforce their own teaching and the learning of their students.

**The Leader:**

The 21<sup>st</sup> Century teacher, as a leader leads by example by championing processes and modelling skills-walks the talk as an advocator, an early adapter a maverick & set clear goals and objectives crucial to the success of a project.

**The Model:**

The 21<sup>st</sup> Century teacher as a model should model the behaviours that they expect from their student's tolerance, acceptance, a wider view than just their curricula areas, global awareness and reflection, the reflective practice by monitoring and evaluating their teaching via blogs, Twitter and other medium where educators can look both inwards and outwards.

**The collaborator:**

The 21<sup>st</sup> Century teacher as a collaborator must be able to leverage collaborative tools like LinkedIn, Ning, Blogger, Wiki-spaces, Bebo, MSN, MySpace, Slideshare, Pinterest, Instagram and Facebook to enhances and captivate our learners, share, contribute, adapt and invent using these collaborate tools.

**The Risk taker:**

The 21<sup>st</sup> Century teacher as a risk taker must have a vision of what he/she wants and what the technology can achieve to be able to identify goals and facilitate learning, take risks & sometimes surrender to the students' knowledge and use the strengths of these digital natives to:

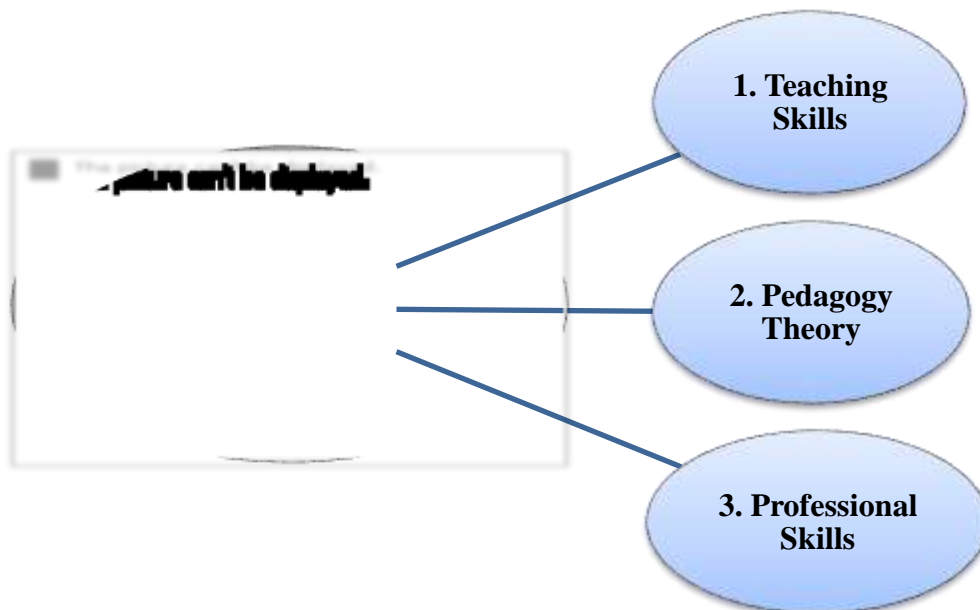
- √ understand and navigate products
- √ Have students teach each other

### Teacher Education:

The National Council for Teacher Education has defined teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level. All the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical Theory + Professional Skills.

Teacher education is a complete and well-planned teaching module to make the teachers match the teaching level around the world. This particular teaching method has resulted in enhancing the level of education as a whole. Teachers have also responded well in adapting good help in understanding and executing it in practicality. Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it shortly and to utilize the best thinking and instructional models available in the present times. The components of Teacher Education are as follows:



### Components of Teacher Education:

**Teaching skills:** It includes providing training and practice with different techniques, skills, approaches, opportunities and strategies that will help the teachers to plan out and to deliver their instructions in the classroom which will provide them with appropriate reinforcement so

that there can be an effective evaluation. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

**Pedagogical theory:** It includes foundations of knowledge like philosophical, sociological and psychological subjects that will give them the basic knowledge to do theory practice of teaching skills in the artificial classroom. It is based on the stage-specific theory i.e. the needs and requirements of the students.

**Professional skills:** After learning the basic knowledge about the skills, techniques and strategies in an effective manner, professional skills will help the teacher to uplift themselves in this industry so their professional growth will also increase. In this industry, teachers will learn and understand the soft skills like counselling, interpersonal communication, computer interface, management skills and lifelong learning skills. This will help the pupil-teachers to bring a change in themselves in terms of knowledge, attitude, behaviour, personality etc.

Teacher education helps to find solutions to some problems such as the Incompetency of Pupil Teachers, Problems of supervision of teaching, Deficient in the content of the Teaching Subject's Knowledge, Methods of Teaching lacking in Innovation and Segregation of Teacher Education Department.

#### **Importance of Teacher Education:**

The teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counselling the students, organizing co-curricular activities, participating in community programs, diagnosing and remedying students' problems etc., together with activities which are intrinsic to teaching and learning. This needs perfection in the academic and professional preparation of teachers and teacher educators.

Teacher education is important:

- To educate teachers in organizing learning resources so that they can identify a design for how to use a variety of appropriate teaching-learning resources from the environment, community, media, audio-visual aids and self-learning materials.
- To qualify them to conduct effective interaction during classroom teaching to promote individual and group learning.
- It is important to evaluate the outcomes of learning by planning and conducting a continuous comprehensive evaluation of teaching learning process through appropriate tools and techniques.

- To make them sufficient to implement compensatory education programs for the disadvantaged learner by organizing and participating in remedial instruction, tutorials, special coaching etc.
- To make them competent to cater to the special needs of disabled and gifted children.
- To make them adequate to guide students in solving their learning, occupational & personal problems and also participate in other student support activities.
- To make them sufficient to promote environmental consciousness, secular outlook, scientific temper, and cultural pursuits in the students and in the community.
- To prepare them to participate in and contribute to parallel and complimentary educational service systems like non-formal education, adult literacy, worker's education etc.
- To endow them the quality of organize and participate in programs of community service and development.
- To accomplish them for effective curriculum teaching strategies like developing lesson plans instructional limits, sequences etc., through discovery, problem solving, projects discussions, dialogue, inquiry.

### **Teacher Development:**

Teacher refers to the continuous process to develop, change and grow themselves in terms of their professionalism throughout their career. The teacher needs to learn each and everything that is coming in the way of the development of the process so that all those can be used by them in a real situation and with that; their personal and professional growth will be possible side by side.

The best way to grow them is to take up their own teaching done in the classroom and try to improve upon it or take the feedback either from the students or from colleagues regarding the teaching done in the classrooms. "Teachers can best learn through their own experience, following the guidelines from the course book, experimenting with the new curriculum, taking a new role, changing the course books and trying out different ideas in classroom practice". Collaboration in teachings like team teaching, joint work, peer observation, supervision, support and discussion play an important role in teacher development. But it will be possible only when no one is forcing them to develop i.e., the teachers should motivate themselves that they have to change themselves and need to adapt to the changes and innovations coming in the teaching-learning process.

The teacher needs to be updated themselves as a part of their development to adjust themselves to the new kinds of issues and challenges coming by and new ideas and concepts coming up in the disciplines and also to act accordingly with the changing needs and desires of the learners with time and economic, social and technological change. Without teacher development, the profession will be monotonous, tedious, slow and uninspiring. So, development starts from that day only when they take admission to Bachelor of Education (B.Ed.) course where the foundation of education, skills and basic knowledge are given to all pupil-teachers and they move on, changes come in them and at last, they have to teach the students in the institutions but again for that need to adapt the changes coming in these areas.

#### **Important Factors for Teacher Development:**

- Changes in the curriculum
- Changes in learning aids
- Modification or Innovation coming in teaching aids
- Professional development
- Individualized learning

#### **Innovative Programmes of Teacher Education:**

During the post-independence era, the following teacher education programmes were conceptualized and launched. Some of them are continuing as they were, while some other have expanded and still some others have been discontinued. The goal of these innovative teacher education programmes must be aligned to prepare teachers as good persons not only as smart persons. Twelve examples of Innovative Programmes of Teacher Education are given below:

- Four-Year Integrated Programme of Secondary Teacher Education, Kurukshetra University, Kurukshetra (1955).
- Four-Year Integrated Programme of Secondary Teacher Education, Regional Colleges of Education, NCERT (1963).
- Secondary Teacher Education Programme, Gandhi Vidyapeeth, Vedchchi, Gujarat (1968).
- Hoshangabad Science Teaching Programme (HSTP): Training Teacher, Ekalavya, Madhya Pradesh (1982).
- Pre-Primary Teacher Education: Mirambika, Sri Aurobindo Educational Society, New Delhi (1983).
- Need-based Teacher Education Programme, MP.
- B.C.Ed. Secondary Computer Teacher Education Programme, DAVV, Indore (1989).

- Activity-Based Secondary Teacher Education Programme, DAVV, Indore (1991).
- Four-Year Integrated Programme of Elementary Teacher Education, (B.El.Ed.), University of Delhi (1994).
- The „Anweshana Experience“ : A participative Teacher Education Programme: B.Ed. Enriched, Department of Education, Banasthali Vidyapith, Rajasthan (1977).
- Comprehensive Teacher Education Programme: Gandhi Shikshan Bhawan, College of Education, Mumbai University, Mumbai (2000).
- Two-Year Extended Programme of Secondary Teacher Education in RIEs of NCERT.

**Conclusion:**

Teaching is a highly professional activity which demands specialized knowledge, skill and behaviour. The quality of a nation depends upon the quality of its citizens. The quality of citizens depends upon the quality of education and the quality of education depends more upon the quality of their teachers. To succeed the classroom tasks more effectively and successfully there is a high need of professional, smart and efficient teachers. It is only possible by Teacher Education and Teacher Development.

To ensure students are productive members of the century. It is essential to move beyond the skills of the 20<sup>th</sup> century and master those of the 21<sup>st</sup> century. The characteristics of the 21<sup>st</sup> Century classroom was very different from classrooms of the past. Effective needs to adapt in order to use new tools and methods that technology produces as we now living in a technology-rich society. An effective teacher is aware of different learning needs and has numerous teaching strategies to achieve learning outcomes.

All the students should be taught equally so that the ultimate teaching goal can be accomplished which is provided by the teacher education. Teacher education is a significant investment. Trained teachers differ significantly from untrained teachers in respect of their cooperative attitude and moral character. Education enriches society. Teacher's education enriches it more in the sense that the qualitative improvement of society depends primarily on qualitative teacher and teaching. Teacher education and teacher development implies the application to the student teacher of the same process of education as he would apply to his pupils later on. Teacher education and teacher development are important to prepare teachers for the 21<sup>st</sup> Century classrooms or to promote student's curiosity and intrinsic motivation to learn, establish a safe, supportive and positive learning environment for all students, encourage cultural awareness and cultural sensitivity in students, encourage cooperation amongst students, act as



a classroom facilitator, make students feel appreciated, have long & short term plans or to communicate with students and to apply a variety of teaching techniques for the better learning of students

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