



Issues and Trends in Teacher Education Program

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Abstract- The main purpose of this paper is to find out the issues and trends of teacher education. Teacher education refers to the methods and procedures designed to equip teachers with knowledge, favorable attitude, behaviors and skills that are required to perform their tasks effectively in the school and classroom. Many efforts have been made at the national and institutional levels to make teacher education more effective and meaningful.

Keywords: Teacher education, issues and trends, school and classroom

I. INTRODUCTION

If you are seen in the context of today, teaching is being admitted as a perfect business and mission work, as law, nursing, etc. In such a situation, no one can become a successful teacher without earning business efficiency, efficiency and qualifications. Like a doctor and law vertical to get a practical experience, it has to work as a trainee, only then it can be fully affected in a business, in a teacher, teaching skills, techniques. It is necessary to obtain "teacher-education" to develop a pattern, ignition, and responsibility, etc. to develop at optimum level.

Teacher education means a programme of education, research and/or training through face to face and distance mode, to teach at different levels of education like pre-primary, primary, secondary, senior secondary stages of school education, higher education and nonformal/adult education. It is the professional preparation, in pedagogy, of those who want to enter the profession of teaching. It is a professional program which aims at the development of teacher as a person and as an agent of social change.

Teacher Education Program is a professional education program. Which is very different from other academic education programs. This program is trying to develop different levels and subject teachers in such a way that they can be able to assume and bear the educational and developmental obligations and capable of purifying knowledge and values in the next generation.

Good, CV Defining Teacher Education in the Dictionary of Education, "Teacher Education can be defined as all the formal and informal actions and experiences, which helps the person become a qualified and responsible member of the academic business. Or make it worthy to play your responsibility more effectively.

According to Dankin, M.J. - "Teacher education does not teach only to teach, but it provides knowledge, skills, and qualifications, which is also relevant to a teacher".

The Education Commission clarified the importance of teacher education, "The concrete program of business education of teachers is compulsory for the qualitative advancement of education."

In The Encyclopedia of Educational Research (1941), Walter, S. Monroe defines teacher education as "the total experience which contributes to the preparation of a person, but the term is completely employed to designate the program for the course and other experiences offered by an educational institute for the purpose of preparing a person for teaching and other educational services and for contribution to their growth in competency for such service. Such teacher education programs are offered in teacher education colleges, normal schools, and colleges and universities".

Based on the different definitions of teacher education, it can be said that teacher education is related to that knowledge, skill, and qualification which provides significance in the form of a "teacher" and the trainees who are helpful in making education-oriented and personalized.

In the latter half of the 19th century and in the 20th-century earnings, the recognition of the teacher's congenital in almost all countries and gradually began to be accepted in all countries that the training teacher can be prepared by training. In another sense, teachers started emphasizing the need for teaching and training. The first subject was necessary to become a teacher, but later the teaching qualifications started to be considered as necessary.

At present, teacher education is used to fulfill qualified teachers in 21st Century schools. The development of various types of properties, skills, and capabilities in teachers is done through a specific process. If it is seen in this form, teacher education acts as a process. This whole process is attempted to prepare a skilled and effective teacher as a result. Can play an important role in society. From this point of view, teacher

education and teachers are two aspects of a coin, in which teacher education is seen as a process and the teacher is seen as its product.

Teaching is a business and teachers should emphasize the creation of knowledge, such as the main characteristics of teaching business, intensive training in a certain time period, the community acceptance, ethical code and conduct, and research and expertise so that the personality of the teacher's Proper development can be increased and commitment to the Code of Conduct can be increased. Thus, there is a view that the development of the above properties in teachers indicates the quality of education. If Indians are seen from the window of various policy documents, then the quality of education:

In the report of the University Education Commission (1948-49), it was said that training colleges should be restructured over time and the evaluation of the performance of the students should be provided in more surcharge practice.

According to the Secondary Education Commission (1952-53), the teacher-training program and related institutions are insufficient to fulfill the current requirements. The future of the teaching business is unsatisfactory, and it is unable to attract students.

Ford Foundation Team (1954) also celebrated that the training courses should be prepared in such a way that the students can prepare immediately to take care of education and do not present unreal, applied, and impractical teaching methods.

The education commission (1964-66) was suggested that the quality of education is necessary to increase the quality of education. In the absence of its quality, teacher education will not only cause the decline of the academic level of economic wastage. Currently this program is far from traditional, firm, mechanical and schooled realities. So it needs to be re-organized.

The Chatopadhyay Committee (1983-85) proposed a five-year consolidated curriculum for teacher education while referring to the teaching role in various parties and Indian surroundings of the relationship between teacher and society.

According to the National Education Policy (1986), teachers need to modify the course of education. Service and service training should be considered as a separate component. It needs to be added to society and culture.

Acharya Ramamurthi Review Committee (1990) said in his report that Refresher Course should be added to the special needs of teachers. Also, evaluate and follow the activities of Followup also become part of this event.

Yashpal Committee (1993) underlined that the Indian teacher teaching institute is absurd on the quality and the need.

On the basis of this, it can be said that in the teacher education program, the cognitive, emotional, and painful side of the future teachers can be omitted, for the need to recommend the need to suggest the necessary options in the teacher education. Therefore, to bring quality and prevalence in teacher education, various commissions have given many suggestions which considered different types of innovative programs in the teacher education program at many places of India.

As a result of efforts to be done under these innovative programs, instructional package and instructional policy in the form of instructional package and instructional policy or self-indigenous material for various courses of teacher education. This type of instruction material could be available for the curriculum of academic measurement and evaluation, academic psychology, education research and education in emerging Indian society.

Development of this type of Case (Center for Advanced Studies in Education) was done in Maharaja Sayajrao University, Baroda and Education Faculty, Vanasthali University. In other types of efforts conducted to qualitative growth in teacher education, teachers were attempted to enrich experimental experiences in different teachings. These innovations were attempted to make them effective by adopting school teaching subjects such as science teaching, social science. Many studies and research should be done for qualitative increase in teaching efficiency by innovations in teaching practice and skill-based practice. Under which the University of Goddess Ahilya, Indore, (ZLP) Zero Lecture Program and the participatory teacher education program operated by Lucknow University is (PTEP) etc.

In this sequence, a separate form of innocent efforts also came in which efforts were made to use the entire curriculum structure in diverse forms. Many teacher education institutions are running at their level by designing many innovative courses at their diverse levels. Whose description is as follows:-

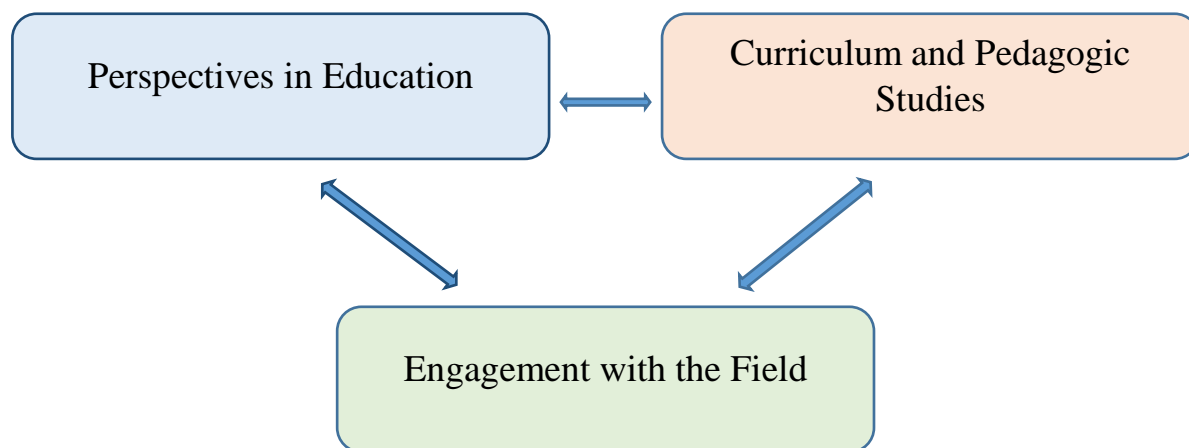
Trends in Teacher's education program -

- Powered by Gandhi Vidyapeth Gujarat Secondary Teacher Education Program (1968).
- Eklavya Institute Hoshangabad Science Teaching Program (HSTP 1982) powered by Bhopal.
- Mirambika Mr. Arvind Education Committee New Delhi integrated courses in the field of primary education (1983).

- Four-year integrated initial teacher education program (B-L-AD- (1994) of education (B-L-Ed- (1994) powered by Delhi University NACESE.
- Interaction-based teacher education program (B.D. Enriched 1997) by Vanasthali University Rajasthan.
- B-SC course in education technical by Sikkim Manipal University.
- Comparative teacher education program (CTEP 2000) by Gandhi Education Building College at Mumbai University.
- Teachers' upgrade and professional capacity aptitude program (IIPCAT-2009) by Indira Gandhi National Open University.
- Indian teacher education institute for national and international understanding, New Teacher Education Program (ITEP) by Gujarat (IITE, Gujrat Bill 2010).
- Four-year integrated courses of teacher education by Regional Institutions and Kurukshetra University of NCERT.
- Teacher Education University operations in Chennai Tamil Nadu.

The first decade of the twenty-first century has been very important in terms of change in education. Many efforts have been made at the national and institutional levels to make teacher education more effective and meaningful. According to the need for amendment according to social and school demand in the course from time to time by the National Teacher Education Council (NCTE), the curriculum format was created and modified in collaboration with the teachers working in intellectuals, educationists, and sectors. The University Grants Commission (UGC), established for improvement and quality of higher education, also prepared the curriculum format for teacher education in 1990 and 2002. At the national level curriculum assail and amendment at NCTE, done in 1978, 1988, 1998, 1999, 2005, and 2009.

It is so clear that in each policy document, the matter of quantitative and qualitative improvement in teacher education has been constantly accepted. Review of the National Curriculum Review for Teacher Education 2009 and Justice J.S. The kind of ideas are born and their dissemination universities. Delhi University B.L.D. The program presented an example of a new progressive problem in the field of teacher education. NCERT, NCTE, and the Central Education Institute, Delhi University was also presented to the two-year teacher education curriculum. On these bases, the B.Ed. curriculum was declared two years by the notification of NCTE in 2014. The curriculum was declared a bitter and a new chapter in the field of teacher education. Not only has this duration increase in this two-year course, but important steps were taken towards making teacher education effective while involving new components. The program shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these areas are as follows:



Perspectives in Education

Engagement with the Field Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education.

Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning.

Engagement with the Field – the Self, the Child, Community, and School

This curricular area would have three components –

- Tasks and Assignments that run through all the courses as indicated in the year-wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

This is also mainly emphasized on the development of business competencies under the B.Ed. Curriculum. At the same time, the internship has been contacted under the secondary level teacher education program as the most innovative form. Through which efforts have been made to integrate the theoretical and experimental parties as well as providing actual experiences to student-teachers. The purpose of this internship program is to develop business efficiency and teaching trend in the teachers, to create sensitivity to school routes, and make them accompanied by teaching skills.

In a two-year teacher education program, the internship was included as an integral component. The internship program was placed according to a certain time period in the British curriculum. NCTE According to 2016, the time period of the internship program has been kept in the second summer of the first year and 18 weeks in the second year of II. Thus, a total of 20 weeks has been set for the trainee.

A viewing objective of this distribution of internship program is also a quality improvement in the education of government schools. During the internship practice, all the activities occurring in the trainee school, as soon as the community-based experience, observation of school conditions, performing hair studies on the activities of the school, making the question paper, making evaluation tools will display their full engagement. . All these activities Student-teacher school mentor.

Challenges of Two Year Teacher Education Program

- Teacher education and school curriculum work in both isolation. Teacher education courses do not reflect the demand of teachers and students.
- Teacher education is still being adopted traditional teaching methods, practice, methods, experimental work, Dutt works, teaching practice, and work.
- Educational technical equipment lacks in teaching training institutes.
- Teaching practice, project, psychological experiments, audio-visual content community services are used in experimental activities, but it is not being used in real school life.
- There are overloaded practicums in the course. Student-teachers must attend lots of practicums; this is very stress full to them.
- Teacher education program is not according to future requirements.
- Traditional evaluation methods are used in teacher education.
- Teacher educators and student teachers do not have any kind of mechanical system to provide necessary training materials for the new course.
- According to the new curriculum applicable for teacher education, the new text and textbook is not available.

II. SUGGESTION

- First, the coordination of the country's highest institutions NCERT, UPA, NCTE should be composed of integrated training courses for teacher training.
- A well-planned work policy of a teacher trainer at the national and state level should be prepared.
- After training, trainees need to be followed and monitoring.
- Teacher education should also be used like IIT and IIM.
- Interactive based teacher training programs should be implemented at all levels.

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