

CHANGE AND CHALLENGES IN PRESENT TEACHER EDUCATION

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ABSTRACT

It is said that the teacher is the real maker of history. He is the architect who builds re –builds shapes and re-shapes the psychological world of the young members of the society it he has cast a plaster the look is spoiled it he has handled the life building of the young ones successfully the structure is not only stable but attractive as well nobody can deny the fact that the teacher is the real nation builder it is he who constructs the society it is the human agency that up holds or mars the cultural traditions ideals and values at the society this human agency is trained in the task by the teacher. If we observe minutely. We are sure to come to the conclusion that in almost all the teachers played their rules successfully and brought about prosperity and progress to that land. But how is it possible? It can be achieved only when the teachers have certain characteristics and qualities in them.

KEY WORDS: Teacher, Personality, Teacher Education, Quality

Teacher Education is very important for the teachers. It is the teachers who have to shoulder the burden of the progress, to be achieved by the society. A society can make all round development only if its teachers are well equipped. Teachers have a very vital role to play unless they are properly equipped and trained they shall not be able to know their job. They learn their while they are getting job training .Because of this, training is considered compulsory for the teachers. A teacher without proper training is like a soldier, who does not know the use of the rifle that he has been given to handle. The programmed of the training must change according to the requirement of the society. The march of the society continues. The training has to be able to keep pace with the progress of the society.

Economics efforts have been made the world over to enhance and sustain quality in teacher education programmes. The significance of teachers education programmes has acquired added focusing recent years, Particularly in the wake of world wide efforts for education for all. The quality of teacher education programme directly depends on the manner in which the institution providing the programme operates. It is dependent on the way the institution translates the broader curricular concerns of teacher education programme into its active processes and activities.

Each and every teacher education institution has a unique institutional ambience that evolves over time as spin offs from its day to day functioning. Simultaneously, it is this ambience that represent the quality of the institution. This means, quality of a teacher education institution represents.

The extent to which the institutional ambience expresses sustaining concern for quality, greater, clarity in respect of needs and their satisfaction will be effected. In doing this, every institution resorts to some actions probable remedy and may find satisfying outcomes. In other words, among the several takes and processes carried out. Each institution may perceive some distinct task or practice to have contributed to its overall effectiveness as a teacher education institution. Carrying out that practice becomes a heartening experience to both teacher educators and students teachers. Teacher educator gain a better insight into their functioning not only in implementation but also in conceptual understanding.

In fact, despite the persisting universal criticism about the quality of functioning in the teacher education institutions, several teacher education institution have carried on meaning full and commendable work. Some have carried on the routine in a distinct manner. Some have attempted to over come one or the other problem within the institution through evolving remedies from within ; some have attempted never break through in curricular aspects , some have liaison with other institutions to try newer vistas of operations. Some have monitored institutional process for better efficiency, and so an. The attempt has resulted in sustaining the functional efficiency of the institution and so is called ‘The best practice in that institution.

“Best practice” with reference to a programme may pertain either to a specific aspect/practice with in the programme or to an entire programme. A “Best practice” refers to an institutional practice that exhibits characteristics

of a quality teacher programme or contributes to overall quality of the programme.

The participant teachers emphasized having a sense of the 'Big Picture' of education as a benefit of this collaborative learning community. This sense of the big picture contributed more to their personal growth and resulting classroom changes than simply conducting the external procedures provided for good teaching while thinking aloud with peers about their teaching the participant teacher encompassed a "way of knowing and being" (Cochran –smith & Lytle, 2009.9P.113) Beyond talking about "simple" stuff and sharing or requesting teaching ideas. For the participant teachers in this study, this collaborative learning community centered on an inquiry stance where teachers constructed "knowledge-of-practice" (Cochran- smith& Lytle, 1999). They cultivated "knowledge-of-practice" by combining "knowledge-of-practice" gleaned from external educational researcher and "knowledge-in-practice".

CHALLENGES OF TEACHER EDUCATION

A New force injected into the controversy over teacher education has been the developing concern of the general public. Until recent years the quarrel was assumed by most laymen who has herald about it to be an internal the sharpened public sensitivities that have developed. However an awareness in coming about that the altercation has of necessity become a matter of Public concern Since the Continuation of the tension or there manner in which in may be resolved will effect all.

In some states to Public actually has joined the battle. Representative of the Public in at least.Two states, California and Hawaii have taken legislative action to achieve objectives in teacher education programs that are endorsed by the general education programs that are endorsed by the general public as well as segments of there academic community In other state representative of the informed Public at least have practically organized into rooting sections to cheer for points of view and objectives considered important. Press reports of developments in teacher educating are almost as lively and as eagerly consumed by the reading Public as are stories of sporting events.

CHANGE WITH DEVELOPING TRENDS

- **Control of policies and programs:** The Control of policies and programs of teacher education is becoming interdisciplinary in character and functionally acceptable in terms of the quality of gradates produced.

- **Selection of teaching :-** Higher standards of the selection of teaching are evolving . It may be expected , for example , that prospective teachers will soon come only from the upper half or one third of college population as measured at the begging of the third or junior year of college.

- **Specific, with greater responsibility:-** Teacher licensure requirements are becoming less specific with greater responsibility for certification of quality being placed on institutional Facilities.

- **Active and responsible partners:-** State departments of Public instruction and local elementary and secondary schools are becoming active and responsible partners in teacher education programs, State departments are assuming the obligation to work with school systems to provide and coordinate the use of clinical stations for interns form various institutions preparing teaching .

Local school system one assuming greater responsibility for the clinical practice on the analogy of the contributions made by hospitals to interns in the medical field.

CONCLUSION

These are exciting times for all interested in Teacher Education. We move ahead with our efforts in the floodlights of public interest and concern and enterprise. The full interdisciplinary help all Partners in the enterprise. The Specialist in the teaching of a Subject field such as English Plays a central role in leadership to improve teacher Education. He works in an area that is generally endorsed by all as being vital to the preparation of teachers. It's also serves as the liaison between the pedagogical departments and the subject departments within the university and has constant contact with school in the field the opportunity and challenge that confronts all is to develop. Teacher as well grounded in the liberal arts and so well qualified in the subject they each. So knowledgeable about education and its processes and so skilled in to develop programs of learning for children and youth that are characterized both by high standards quality and effective contributions to all students.

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