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## TEACHER EDUCATION- A COMPETENCY BASED CONCEPT FOR EFFECTIVE TEACHERS

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There was a time when students gained their education in Gurukul and only the saint's were eligible teachers. And only the children of higher castes used to get the required education and skills. But the time has changed; now all have equal right to be educated irrespective of caste, creed, sex and religion and even all have equal right to be trained as teachers in our institutions. For this many courses have been started to train effective and efficient teachers so that we can develop a better group of generation in our classrooms which will help to shape a better world, a better state, a better home to live in.

School education has unprecedented growth in our country during last few decades; hence preparing an effective teacher is not only a compulsion but a greater challenge for the society also. But as the time is fading so is the need for effective and efficient teacher increasing because today's child has not only to be trained for future jobs but also for the conditions thus sharpening not only his skills related to earning but personality so that he is able to cope with the challenging conditions and situation ahead.

### CONCEPT OF TEACHER

Teacher is the mature person who shadows its effect on immature personality and shapes, their future by their effectiveness and efficiency. The teaching is an act, practice, occupation or profession of a teacher where something is taught involving teaching material and various teaching methods.

### PERFORMING TEACHER

An effective teacher is a dynamic aspect of any school. A school without a teacher is like a body without a soul, a skeleton without flesh and blood, a shadow without substance. As social engineers the teachers can socialize and humanize the young by teacher human like qualities. But now the new concept of performing teacher has evolved. It is important for the teacher to perform inside as well as outside the class. Performance is a result of teacher competency based interaction with various class situations. Teacher performance is the outcome of an interaction between the teacher's characteristics and teaching situation. There are five major areas where a teacher performs:

- 1- In the classroom including all the teaching and learning processes, evaluation techniques, classroom management and use of technological aids in class.
- 2- In the school including organization of morning assembly, elaboration of cultural, social and national events and students bodies.
- 3- Out of the school includes field trips and tours.
- 4- With parents including retention and enrolment, regularity in attendance etc.
- 5- With community including joint celebration of certain events by the community support etc.

For this it is essential for our colleges to impart an effective teacher education to our future teachers.

An educational; institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about these transformation areas teachers As stated by NCTE (1998) in

Quality concerns in Secondary teacher education- The teacher is the most important element in any institution or educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The national curriculum Framework-2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

### **NEED OF TEACHER EDUCATION**

The American Commission on Teacher Education rightly observes, 'The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.' In his call for action for American Education in the 21<sup>st</sup> century in 1996, Clinton indicated that: Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21<sup>st</sup> century if we recruit promising people into teaching and give them the highest quality preparation and training.' The need for teacher education is felt due to the following reasons. It is common knowledge that the academic and professional standard of teacher constitutes a critical component of the essential learning conditions for achieving the educational goals of a nation.

- 1- The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classroom and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are: the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situation, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation. This is not possible if teacher preparation focuses only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.
- 2- Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeking that all children reach high levels of learning and that they act accordingly.
- 3- People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and from a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education.
- 4- The National Academy of Education Committees Report wrote that, 'on a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high stakes outcomes for student's future. To make good decisions, teachers must be aware of the many ways in which students learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning. In addition to foundation knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the students at the centre of their decision making.
- 5- Teacher education like any other educational intervention, can only work on those professional commitment or dispositions that are susceptible to modification. While we can't remark someone's personality, we can reshape attitudes towards the other and develop a professional; rather than a personal role orientation towards teaching as a practice.
- 6- The Ministry of Education Document- Challenge of Education: A Policy Perspective (1985) has mentioned- Teacher performance is the most crucial input in the field of education.
- 7- Whatever policies may be laid in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of their

Development of new technologies which are likely to revolutionise the classroom teaching unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes. Scope of Teacher Education: the scope of teacher education can be understood in the following ways- Teacher education at different levels of education Triangular basis of teacher education aspects of teacher education.

### **TEACHER EDUCATION AT DIFFERENT LEVELS OF EDUCATION**

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence, level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teacher of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjective. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches specific education and physical education. Thus where there are teachers, there would be teacher education. The knowledge base is adequately specialized and diversified across stages.

The expectations suggest that teacher operates in a larger context and its dynamics as well as concerns impinge upon her functioning. That is to say, teacher has to be responsive and sensitive to the social contexts of education, the various disparities in the background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity and social justice as also excellence.

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