

Research Paper—Education



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NECESSARY CHANGES IN TEACHER EDUCATION IN 21ST CENTURY



***Dr. Dhudabhai R. Brahman**

***Lecturer in Education, Shree Sarvjanik M.Ed. College Mehsana (N.G.)**

A B S T R A C T

21st century will ask for new changes in our rational Teacher Education Institutes. More teachers will be required in their modern time witch is an era of knowledge expansion So, the present teacher education Institutes need changes. Four models that describe such changes are discussed here and some philosophical viewpoints are also given. Teacher now cannot present before the students 'his crammed knowledge'. He will have to make changes according to time circumstances and situations institutes should no longer continue age old class rooms but will have to be equipped with multimedia class rooms with limited numbers of students.

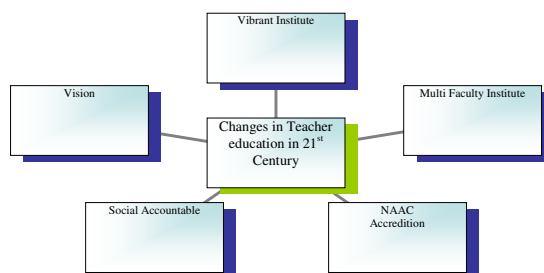
21st century will ask for new changes in our rational Teacher Education Institutes. More teachers will be required in their modern time witch is an era of knowledge expansion So, the present teacher education Institutes need changes. Four models that describe such changes are discussed here. Changes in Teacher education in 21st Century To Achieve the aim of education schools will have to be distinguished. To work with such schools teachers will have to be well-equipped. In the world of uncertainties the description of Teacher Education Institutes is a great remedy. It will be the test of pre decides aim of the units to nourish the welfare of maintained.

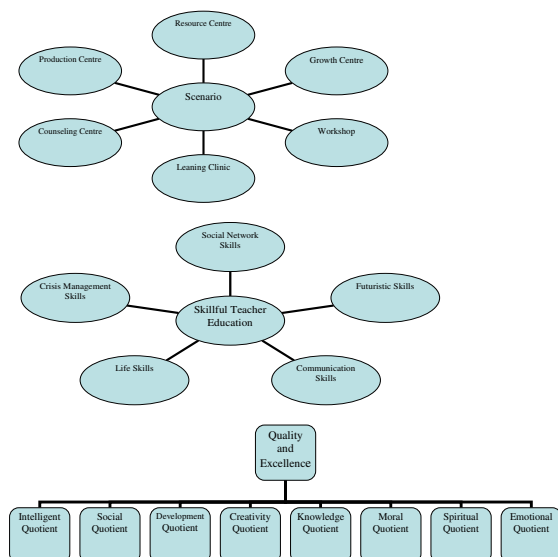
Teacher Education continuously attempts at quality achievement. In teacher education educators make the trainees learn. We try to involve other quotient along with I-Q to achieve quality and excellence which is as follows. Teacher now cannot present before the students 'his crammed knowledge'. He will have to make changes according to time circumstances and situations Institutes should no longer continue age old class rooms but will have to be equipped with multimedia class rooms with limited no. of students. The

philosophical changes are as follows.

1. Not fixing Aims with reference to complexity, mystery and uncertainty of human life.

Human behavior can not be defined or confined by the taxonomy of cognitive, affective or psychometer domain. Human behavior are uncertain and mysterious. A person himself does not know his behavior of very next moment. The whole situation is very complex and uncertain. The causes of human behavior also can not be found sometimes. This is the way of human transactions/behavior. So, the aim of life can not be decided. If done so, decisions made at one point of life, because chains for the person. When a teacher educator thinks about the





aims of school-education, he should not neglect this fact. In stead of aims and targets, he should think about temporary objectives.

2.Nourishment of review based knowledge attitude.

Any thought even if already established. or advocated by great person or accepted by many people or having religious or cultural background should be tested. It should be tested from various viewpoints and then it should be accepted. Even such accepted thought should be put to rethinking at regular intervals.

3.Incarnation of courage, Emotion and Freedom based behavior

The real nature of human being is to come out of all restrictions. The statement “Maintaining discipline is inevitable in our school” becomes a death note for growing human being courage and emotion help people to acquire freedom. The slogan ‘That which liberates is knowledge’ gets its real

meaning.

4. Continuity of Experimental Experience of school Education and creation of Teaching Readiness Based on Learning Capacity of learner.

The number of teacher educators having real experience of school education is decreasing. Today we find more teacher educators who have not worked at school level. Teacher education the only profession on the earth where the person teaching skills does not possess those skills!

5. Empowerment of teacheries in friendly relations with trainees.

Human relations are of great importance in teacher training institutes. It is recommended in the class-room that teacher should behave like a friend with the students. Actually, it should be reflected in the relations of teacher-educators with their students. Teacher should not confine himself only to class-room teaching. When the personality of the teacher is exposed before the students, real education starts. Trainees will experience freedom in the open environment.

6.Enjoyment of the romance of unlearning and though transmission

The present time has come in form of renaissance. We have learn that what can be observed, what can be explained, what can be measured is the only truth. What we have learnt already might be irrelevant today not all, but most of it; so we need to think about unlearning. We need to come out of rigid format. Those who quickly throw away orthodox thoughts are reorganized with fresh thoughts. Today what we need to include in unlearning is ideal image of teacher and student, long term aims of education, discipline and controlling. Evaluation by marks, value education format of lesson plan, respect given by students.

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