

## NEW EDUCATION POLICY AND IMPERATIVES

<sup>1</sup>Dr.M.David Raju , <sup>2</sup>Dr.Suhasini Sodagudi

<sup>1</sup>Reader and Deputy HOD, Department of Chemistry, P.B.Siddhartha College of Arts and Science, Vijayawada, A.P.

<sup>2</sup>Associate Professor, Department of Information Technology, VR Siddhartha Engineering College, Vijayawada, A.P.

### ABSTRACT

There is an ever changing role for teacher education in the society. Today, education is observed not merely as a transmitter of culture but also as a transforming agent. This need teachers and academic field to identify, adapt, and utilize novel and improved ways of performing teaching and related tasks in a better manner. This influences students' lives a lot. With this acceptance in mind, the critical role of the teacher includes to adopt policies and practices aimed at enhancing their proficiency in education sector. Teachers, in turn, reflect the strengths, weaknesses, and emphases of those institutions that prepare them for teaching as well as those of the school system, which, in turn, should provide them with further needs-informed training opportunities.

**Keywords :** education, academic, proficiency, transmitter

### 1. INTRODUCTION

Teacher training institutions and other training organizations must seek and utilize more appropriate and beneficial ways of addressing the challenges confronting the education sector. Teacher trainers must focus the following aspects to meet the challenges of students:

- Increased awareness in concepts and practise the skills to pursue the various roles which will be required to play in the classroom
- Engage in a continuous analysis of constitutes in effective teaching, must be addressed
- Develop creative approaches to teach students of all categories
- Design creative sources for learners, that inculcates different learning styles, preferences and abilities for students
- Understand pedagogy and teach people with contents beyond
- Thorough understanding of the relationship between learning theory and teaching practice
- Have personal skills in various areas of specializations
- Familiarize oneself with current trends in research and industry on educating latest knowledge
- Use innovative range of training activities like model development, addressing case studies, allotting group tasks must be encouraged in teaching
- Facilitate discussion and take feedback from students with positive attitude
- Integrate content in demonstrations and extract core knowledge with latest teaching technologies
- Analyze individual student needs and wisely manage the resources at their disposal
- Become involved and must play an active partnership with other teacher-training bodies.

With these inclusions, following are some pursuits which teacher educators should pursue in order to enhance their levels of competence:

### **A. Establish Teacher Leadership Capacity in Training**

Given many areas of responsibility, for education empowerment and student improvement, teachers are expected to perform opportunities to participate in leadership training and must be made available as part of both initial and continuing teacher training programmes. Real development in teacher and student performance is to be realized in academic institutions. Both teachers and administrators must fully comprehend the nature of effective educational leadership and function effectively as education-based leaders [1]. Allocating power to teachers through active service by way of the decentralization of decision-making authority is one of the means to ensure that teachers gain and beneficially utilize leadership opportunities in academics. Relevant programmes must enable teacher trainees and in-service personnel to:

- Demonstrate exemplary classroom instruction
- Know and effectively utilize theories of teaching and learning
- Understand and practice theories of child and adult development
- Have an effective knowledge of clinical supervision and its procedures
- Have a capacity to guide colleagues in the use of reflective and inquiry-oriented techniques.

### **B. Teacher Initial Preparation and Development**

***Mentoring/Induction Activity*** : New teachers often commence their teaching careers with little if any supervision. It is apparently assumed that the new graduates know most things about teaching. In reality they can be, and sometimes are, overwhelmed, discouraged, and disillusioned, in part, because they often start their teaching careers without organized supervision and support from their more experienced colleagues. Even in cases where they are well prepared, more attention must be paid to giving them early and adequate support and supervision in the institutes in which they are placed.

Quality programmes must ensure that student-teacher preparation emphasizes subject matter mastery and provides opportunities for student and teachers to be attached to experienced mentors/supervisors. Mentoring and coaching by experienced colleagues is critical to the successful development of new teachers. All novice teachers should experience induction programmes which provide them with opportunities to learn from the best practices of their experienced colleagues. Student teacher internships should be an integral part of any worthwhile teacher preparation programme. These internships must provide the Student teachers with opportunities to apply the theories they have learnt in a real classroom under the guidance of experienced colleagues[3].

An outstanding benefit to be derived from mentoring, coaching, and internship arrangements is that teacher training institutions are provided with opportunities to establish and maintain closer, more frequent and meaningful contacts with institutes that absorb the teachers that they train. This closeness can enable them to better understand the challenges and needs, thereby better positioning them to develop and provide training activities that respond directly and positively to those needs and challenges.

**ii. Ongoing Professional Development :** Teacher professional development embodies the instruction provided to teachers to bring about their development in specific areas including teacher skills, competencies and inclinations that should produce improved results for students. Traditionally, this has been based on categories of professional knowledge that include knowledge of content and pedagogy, of learners and their characteristics, and of educational context. In these times and circumstances much emphasis should be placed on improving teaching competency. Teachers are expected to act as agents of educational improvement should understand the importance of working towards the realization of their personal goals as well as mission of their institute. It also helps to keep teachers tuned in to up-to-date technology and new curriculum resources suited to classroom. Worthwhile professional development is continual, experimental, and collaborative is the outcome of working with students and securing an understanding of their needs.

### **C. Developing and Integrating a Social and Emotional Learning Programme**

Generally accepted fact is that education can be more successful when the efforts are unified academic activities with social and emotional learning's[2]. Learning is a social process where learning is done in collaboration with teachers, in groups of peers, and, critically, with the help of elder guidance's. Social and Emotional Learning is an educational process through which learners are helped to:

- Develop the capacity to understand and manage emotions
- Understand one's own values
- Develop caring, respect and concern for others
- Make responsible decisions
- Establish and keep positive relationships
- Deal with demanding situations, effectively.

The combination of social and emotional learning with academic activities is becoming the new standard in education domain. Although it is a relatively new phenomenon to educators, it is to become institutions where learning is valued, leaders are made and the talents of students are to be unleashed. Local teacher training institutions should examine and adapt these programmes to suit local conditions. Every teacher must grade student efforts in a potential manner.

### **D. Celebrating Students' Work:**

The celebration of student efforts is linked to the emotional engagement which we need them to develop and practice in the classroom. Tutors/lecturers/teachers and students need to care about what they do if they are to give their best efforts in order to achieve their highest potential, ultimately resulting in a deep sense of accomplishment. Celebrating students' accomplishments can be done in several practical ways. Greater success can be experienced when students care about what they are learning and when their teachers engender a feeling of accomplishment.

### **E. Improving Teacher/Parent Relationships:**

Parents are an important influence in the success of their children in academics strategy. Accordingly, teacher education programmes ought to be developed to prepare teachers and administrators to accept parental involvement as part of the education process. Educational setup must invite parent's involvement for a better chance of producing successful students.[4]

The duties associated with this position should include:

- Create an environment in which parents can feel comfortable in discussing their ward career growth
- Consider parents' suggestions in imparting education
- Propose events that necessitate the involvement of parents
- Ensure parents be informed about their ward's performance and academic activities through letters, telephone, messaging, email, newsletters, meetings, etc.
- Provide a scope for parents' visits to institutes for observation of program schedules
- Organize parent meets atleast once in every year.
- Develop strategies to promote teacher-parent partnerships

## **2. ROLE OF ICT**

Using Information and Communication Technology (ICT) gives the potential to support several and diverse learning activities. ICT can improve the presentation of information to teachers and simultaneously, arouse their interest in using internet and multimedia technologies as educational tools. Elsewhere, ICT serves as a facilitator of the learning process. ICT can promote teachers' learning in several ways, including helping them to share information and other valuable materials through cooperation and collaboration with their colleagues and instructors. Its role in professional development for teachers is to enhance their learning outcomes. ICT can develop the capacity of teacher training institutions to utilize available technology to enhance the learning experiences that can be provided to teacher trainees. Teacher training institutions should develop websites which will:

- Make available, information about programmes and courses offered.
- Create a student and staff database aimed at enhancing record-keeping. A properly managed
- database will allow for timely feedback to students, teaching staff and administrators.
- Provide interactive online courses which will help Distance Education (DE) trainees to gain ready access to colleagues and tutors.
- Enhance exposure to ICT training that will allow trainees to gain expertise with the technology and be encouraged to utilize stimulating learning experiences to enhance learning [5]
- Provide connectivity which enables the sharing of information among teacher training institutions

## **3. CONCLUSION**

Initial training and continuing professional development programmes for teachers is essential in enhancing teacher education. A teacher must always remember that teaching starts with learning. This can be the basis for continuing improvement in student performance in any academic system. There is need for renewed effort to develop a coherent teacher education programmes that will improve existing conventional standards of academic and professional rigor and enhance emotional engagement in teacher cohort. It is hoped that the suggestions made in this paper will contribute to a renewed focus on the reconstruction of a more intellectually and culturally relevant teacher education programme.

**REFERENCES**

- A.K. Jager and A.H. Lokman, “Impacts of ICT in education. The role of the teacher and teacher training”, European Conference at Educational Research, 1999
- Syed Noor-Ul-Amin, “An effective use of ICT for Education and Learning by drawing on worldwide knowledge, research and experience : ICT as challenge agent for education”, WAOE, 2010
- Bottino, R. M. ,'ICT, national policies, and impact on schools and teachers' development' 'CRPIT '03: Proceedings of the 3.1 and 3.3 working groups conference on International federation for information processing', Australian Computer Society, Inc., Darlinghurst, Australia, Australia, 3-6, 2003
- Chandra, S. &Patkar, V. , 'ICTS: A catalyst for enriching the learning process and library services in India', The International Information & Library Review Vol. 39, No. (1), Pp; 1-11, 2007
- Cholin,V. S. , 'Study of the application of information technology for effective access to resources in Indian university libraries', The International Information & Library, Review Vol.37,No.(3), 189-197, 2005