

CULTIVATING LEARNING ARCHITECTS: TEACHER EDUCATION TODAY

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Abstract

The statement that “teachers are born not made” can be only true for certain cases. It is contended that training or education of teachers does not make them good teachers but develops in them the maturity and traits so they can perform the task more effectively and confidently. Proper training and education enable the teacher to have a knowledge of how children grow, develop and learn, how they can be taught best and hoe their innate capacities can be brought out best and how their education is needed for kindling the initiative of the teacher, for keeping it alive, for minimise the evils of “hit and miss” process, for according a professional status to the teaching profession and above all for making the optimum use of time and energy of the teacher and taught. The present paper highlights the concept of teacher education, professional skills and significance of teacher education to enhance these professional skills.

Keywords: Teacher Education, Teaching Skills, Pedagogical Theory, Professional Skills

INTRODUCTION

The well- debated National Policy on Education (1986) escalated the status and position of the teacher by reporting that "No people can rise above the level of its teachers". The main aim of the framers of the Policy appears to be to raise and elevate the social status of the teacher who is branded as architect of the nation. It is further highlighted in the Policy that the Govt, and the community should endeavour to create conditions which will help to motivate and inspire teachers on constructive and creative lines. It is further emphasized that the teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concerns of the community. Obviously, it is implied that the grooming or training of the teachers should be so appropriate as can fulfil the expectations listed in the national policy document. With the increased respect accorded to teachers, there is a changed attitude towards teaching and it has become one of the respectable and learned professions. However, within the change in technology, needs of

society and attitude towards the teaching, the teacher education programme came forward and emphasised.

Teachers in India are assuming new roles for which the traditionally designed age-old teacher training programmes would not prepare them adequately. For instance, the expanded function of India when it is directly linked to national development requires a broadening and deepening of teachers' own knowledge and understanding. It also requires that the teacher sees himself not as a prime source of knowledge but as an organiser of learning and learning experiences. This calls for a change in teacher education and consequent reorientation of the teacher education curriculum, both for enhancing the teacher's educability as well as his contribution to development. While there is a growing awareness that education can make important contributions in respect of the national development programme, the curricula of teacher training institutions have yet to be revised with respect to the requirement that teachers are to be involved in programmes of education for national development. Teacher education, thus, will have to find an entirely different focal point in planning and implementing the various aspects of its programmes.

Again, the organisation, content and methods of teacher education may have to be renewed in the context of the developmental programmes. Likewise, the methods of teacher education will have to undergo a new orientation as they will be affected by the new objectives of education for development. It may be emphasised that for linking teacher education to the problems of national development, the changes in the teacher education programmes have to be such as would yield immediate dividends rather than provide long-term answers. Teacher training institutions may plan a few weeks of intensive work in rural and urban settings in such a way that major areas like vocationalization, health and physical education and the new methodology required for the new curricular content are adequately integrated in the overall programme of community development.

CONCEPT OF TEACHER EDUCATION

Teacher education is the concept to develop in teachers the skills and competencies which are relevant to life of "teachers as teachers". It is in order to reshape the behavioural habits and abilities of teachers so that they can be professionally effective. Teacher education is a professional preparation, in pedagogy, of those who want to enter the profession of teaching. Teaching is not everybody's cup of tea. It is an artistic skill, that has to be learned by the teachers. This art is developed in teacher education institutions in would be teachers (B.Ed. interns).

In past there was no complication in the society so no need for teacher training process was felt. Education was given by the parents and society. But there have been radical changes due to which society has become complex. So, there is a need of teacher training programs. Different definitions by different authors and federations clarify the real meaning of teacher education.

According to International Conference Conferred by Teacher Federation "Good teaching depends upon good teachers. Hence, our aim should be to improve the quality of teachers"

According to Indian Education Commission "A sound program of teachers is essential for qualitative improvement of education."

The ancient law giver Manu has observed, "The teacher is an image of Brahma". Even there is an old saying that teacher is God Brahma, God Vishnu, God Maheshwara i.e. teacher is the entire universe. According to Indian culture child receive physical (First) birth from parents and second birth from teacher. Teacher is given a higher position than parents. He opens the pupil's eyes of knowledge. God created man in his own image and teacher fashions the child according to his own image.

According to Prof. HimanyunKabir,"Without Good teachers even the best of educational system is bound to fail and with good teachers even the defects of educational system can be largely overcome."

Therefore, we can say that teacher is paramount in educational program. The teacher is a spiritual as well as intellectual father/mother of children as he leaves the student from darkness of ignorance to the light of knowledge and keeps the lamp burning.

SEC-1953 reported that "We are however convinced that most important factor in educational reconstruction is teacher, his professional qualities, educational qualification, his professional training and the place he occupies in the society. Therefore, teacher must be provided the best professional education."

According to Munroe's Encyclopaedia of Education and Research, "Teacher education refers to total educative experiences which contribute to the preparation of a person for teaching positioning in school, but the term is more commonly used to designate the program of courses and other experiences offered by an educational institution for the purpose of preparing the person for teaching and other educational services and for the contribution of their growth in different competencies for such services."

This type of teacher education is offered in teacher education colleges, education departments of universities, teacher training institutions. Teacher education is an institutionalized educational procedure which aims at preparation of teachers. Previously it was known as teacher training program and institutions were known as teacher training institutions but now a day the term Teacher Education has been used.

Thus, Teacher education is a comprehensive term than teacher training. Teacher education includes all the programs for initiating a person desirous of joining the teaching profession as well as other programs of further education of person who are already engaged in teaching profession.

Teaching skills, Pedagogical theory, and Professional skills compiled to form teacher education. Teaching Skills include a variety of teaching methods, approaches, and strategies for planning instruction, providing appropriate fortification, conducting effective assessments, and providing feedback.

The philosophical, sociological, and psychological considerations required for teachers to provide a strong foundation for teaching practices in their classrooms give rise to the pedagogical theory. There are four basic stages of pedagogical theory: (i) Theoretical stage, which involves a deep consideration of the pedagogical issues, and its goal is to determine what needs to be taught. (ii) The second stage is the practical stage, which involves the development of pedagogical ideas and materials, and its goal is to help teachers apply their ideas in their classrooms. (iii) The third stage is the reflective stage, which involves a critical evaluation of the effectiveness of their teaching, and its goal is to learn how to improve the quality of teaching.

Professional Skills in teaching include techniques, strategies, and approaches that are designed to teach students in a way that helps them to grow in the profession.

In recent years, many terms related to school education and the professional preparation of teachers have been replaced by new ones in order to appropriately convey the changes of viewpoints on objectives, functions and practices of teacher education. Now teacher is an "educator" who keeps his personality in the background in order to help the pupils to be self-directing individuals he prepares them for going through a series of educative experiences. It is "continuum of guided experience". Different terms are used in present times which are:

Competency Based Teacher Education (CBTE): It is a very potential and powerful strategy which is intended to bring radical reform in the field of teacher education. It indicates advanced specification of the expected outcome in terms of competency, that further includes (i) Development of learning opportunities of environment (ii) Condition and use of evaluation procedure and instrument.

Performance Based Teacher Education (PBTE): (i) it deals with performance of teachers. (ii) PBTE has experimented in USA at pre-service educational level for five years. (iii) A national survey was sponsored by PBTE project of American Association of colleges of teacher education. The survey revealed that out of 783 teachers producing institutions only 29% indicate they differ in PBTE. In simple words they were not same in their performance.

Field Based Teacher Education (FBTE): This concept has gained momentum and now it is, more or less a big moment. It is not only aiming at reforming teacher education in particular but is also revolutionizing the whole education in general.

Teacher education includes every aspect of student teacher's personality. It is defined as institutionalised educational procedures that aimed at the purposeful organised preparation for further

education of the teachers who are directly or indirectly in educational activity as their life work. The field of teacher education can be categorised in three domains viz:

- Foundation of education: Integrating philosophy, history, sociology and comparative education
- Empirical Research and development: Research methods, measurement and evaluation
- Applied education: Comprised of teaching methods

OBJECTIVES OF TEACHER EDUCATION

General Objectives

- To enable the student teacher to gain insight about himself and his pupils.
- To strengthen the perception of social values and goals.
- To make him conscious of his professional obligations to serve children and youth.
- To enable him feel and appreciate, the dynamism inherent in the teaching profession.
- To motivate him through the realization of this dynamism, to become an effective teacher.
- To provide the knowledge of child psychology.
- To enable him to act as liaison between school and community.
- To Develop Gandhian values of education as non-violence, truthfulness, self-discipline, self-reliance, dignity of labour.

Specific Objectives

➤ Development of Understanding:

- Knowledge of the structure and functions of society of the different types and processes of social interaction in undertaking the problems relating to human relationships.
- Understanding of the child, his development and learning.
- Understanding of the problems of a growing child.
- Knowledge of the problems and procedures of school organization and administration.
- Knowledge of the evaluative techniques.

➤ Development of Skills:

- Ability to use various teaching methods with special reference to the subject (s) of specialization.
- Ability to translate broad objectives of secondary education in terms of specific programmes and activities in relation to the curriculum.
- Ability to use some of the simple evaluation techniques.
- Ability to organize co-curricular activities.
- Skills of effective communication.

➤ **Development of Attitudes:**

- Attitude of being guidance-minded in dealing with the problems of children.
- Healthy and positive attitude toward teaching profession.
- A truly egalitarian, nationalistic and democratic outlook.
- Scientific attitude in solving problems.

IMPORTANCE OF TEACHER EDUCATION

In the present time teachers are assuming new roles. Functions of education have expanded and these are to be related with the development of nation. It requires broadening and deepening of teachers' knowledge and understanding about themselves so that they can understand the nature of the Indian society as it has evolved from the past, as it is today and as it is likely to develop in future. Therefore, the teacher has to see the different sources of knowledge and they are to organize learning experiences. Teacher is said to be the transmitter of culture. He helps the children in building of character, personal development and he is also conveyer of moral, social, ethical values and to act as a guide, counsellor, and inspirer and to encourage them for social change and as an architect of nation. The teacher has multidimensional role as catalytic agent in the society.

To perform all these roles successfully the teacher has to possess following attributes:

- i. Academic competence for teaching.
- ii. Ability to appreciate and understand the changing needs of the society in the scientific age.
- iii. Understand the psychological bases of education and the factors which influence education.
- iv. Professionally he should acquire ability to evolve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.
- v. Develop positive attitude towards teaching as a profession and create self-confidence as a teacher.
- vi. Understand developmental needs of children at various stages of their growth.
- vii. Inculcate appropriate professional behaviour along with knowledge of existing system of education and education policy.
- viii. Above all teacher has to develop patience, impartiality and fairness.

Thus, teacher has to perform multiple roles. In the light of all these roles need and importance of teacher education can be listed as:

Teacher education to equip the teachers properly: Teacher education helps the teachers to develop certain qualities:

- i. Teacher's personal qualities appearance, manner, industriousness, imitiveness, open mindedness, hard work.
- ii. Professional equipment: -Knowledge of psychology, philosophy, teaching learning process, practical work, painting, art and craft etc.
- iii. Cultural Academic: -knowledge of subject matter, General information of education, general background.
- iv. Physical qualities: -Alertness, way of taking care of health etc.
- v. Emotional qualities:-Self-control, Toleration.
- vi. Social Adjustment -Knowledge of social system, adjustment, social efficiency.

To give knowledge of the child:Teacher education is needed to help the teachers in understanding the nature of the child i.e. his abilities, aptitudes, developmental level, emotions, instincts, sentiments and ambitions etc. it helps the teacher in understanding the problems of the pupils and to assist them in making better adjustment.

To bring qualitative improvement in education: To bring improvement in the education system, it is necessary to bring qualitative improvement in teacher education at all levels such as NTT, ETT, B.Ed. With the qualitative improvement in teacher education standard of education will also raise.

To achieve desired goal of education: All education is provided keeping in mind few goals and objectives. The teacher has to make efforts to achieve desired goals of education. To train teachers to realize these goals we need teacher education.

To meet the challenging tasks of change:Resident Johnson in his presidential message (1965) emphasize the dynamic role of teachers. He Recognized that our school increase not only quantity but the quality of American Education. He recommended that 3R's should be replaced with 3T's i.e. the teachers who are superior, the techniques that are modern and the thinking about education.

For comprehensive philosophy of life: During course sufficient time and opportunities are provided to teachers to think about education, life because after completion of time they will engage in tasks of classroom and common life.

Provide humanistic programme: Humanistic programme develops in teachers the qualities like creativity, acceptance and self-realisation and sensitivity for needs of human being.

To develop sophisticated and cultured generation: Teacher Education is necessary so that a teacher can develop various traits in his students in order to realize desirable values and hence bring up literate generation hance to bring sophisticated and cultured generations.

To develop Integrated and balanced Personality of teachers: The trained teachers today are too often as untrained one so effective education should make them the complete man.

To develop various attributes of teaching like: Giving knowledge of Teaching learning process, knowledge of child Psychology, capacity to find individual needs, making teaching interesting process plan and organize contents of lesson.

To educate for successful living and dealing with Children: Education of teachers develops in them tolerance, sympathy, intellect, open-mindedness which help them to live successfully and deal with children.

To enhance knowledge of teaching learning: It helps the teacher to understand the principles, methods techniques processes of reaching and learning. It helps to use various devices like A-V Aids and instructional materials. Helps to plan contents and organizing lesson plan.

To give knowledge of organizing learning resources: To educate the teachers to organize learning resources from environment, community, media and the like.

To give knowledge of organizing guidance: Teacher education helps the teacher in organizing guidance programme in the school.

To give knowledge of methods of evaluation: Teacher education helps the teacher in assessing and evaluating the attainment of students by various methods.

To educate them to evaluate the outcomes of learning by: Planning, and conducting continuous comprehensive evaluation of the teaching learning process through appropriate tools and techniques.

To prepare them to participate and contribute to parallel and complementary educational service system: Like non-formal education, adult literacy, worker education etc.

To endow them the quality to organize and participate in programme of community service and development.

To accomplish teachers for effective curriculum teaching strategies: Like developing episodes, lesson plan Instructional units' sequences through inquiry dialogue of lecture, discovery, problem solving etc.

To promote environment consciousness: like secular outlook, scientific temper, and cultural pursuits in students and community.

To meet the democratic challenges and new thrusts of education the importance of teacher education involves following points:

Education has been psychologised: Pedagogy demands that teacher must know the child as well as subject matter so education of teachers is needed.

Teaching learning process needs motivation: Before giving knowledge and making the children mentally prepare for learning only an educated/trained teacher can use various aids and other material for properly motivating them.

Education is more than that of teaching and learning: Education is not merely confined to teaching and learning, it involves various co-curricular activities to develop the whole personality of the child. An untrained teacher is unable to perform all the responsibilities of conducted various activities.

Teaching is complex domain: Teaching is becoming complex affair than before so education is needed to equip them well.

Essential for professional growth: For effective teaching, professional growth of teachers is essential so training prepare the teachers for new calling in life and giving purpose to it.

Conclusion

To summarize, the teacher education should be made effective by focusing on the development of teaching knowledge, development of teaching skills both pedagogical and inter-personal and developmental of teachers' feelings and self-awareness. The teacher who is aware of his own motives and roles and studies a variety of other human beings daily, is better equipped to attain increased personal growth by acting intellectually and professionally, no less in quality and standards of education system a whole.

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