UNIT 12 : TEACHER EDUCATION

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12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- describe the meaning of teacher education;
- recognize the nature of teacher education;
- enumerate the objectives of teacher education;
- explain the importance of teacher education;
- explain the problems of teacher education;
- give the suggestions to improve the condition of teacher education; and
- identify the prospects of teacher education.

12.2 INTRODUCTION

Education is a determining factor in the development of society. Teachers play a key role in the quality of education. The teachers are regarded as the nation builders. To be able to discharge such a huge

responsibility, it is very necessary that the teacher must become conscious of his role towards society. Therefore, it is essential to ensure that the education system consists of effective teachers. This is possible only through effective teacher education. In this unit, you will be introduced to the concept of teacher education, its objectives, needs, and importance. You will also get a clear picture of the problems and prospects of teacher education in our country.

12.3 CONCEPT OF TEACHER EDUCATION

The teacher is the key factor in the holistic development of children. In the last decade, global education has received renewed focus, as the world around us changes rapidly and ushers into a new era of global cooperation, collaboration, and interdependence. With this, it has become necessary that more attention is paid to defining and assessing global competence in teaching and learning. Qualitative improvement of teacher education is urgently required in our country. However, reform and innovations in teacher education for quality development at every level of education take place in the following ways:

- Reorientation of subject knowledge
- Vitalizing of professional studies
- Improving methods of teaching and evaluation
- Improvement of student-teaching
- Development of special programmes and courses
- Revision and improvement of curriculum.

Teacher education refers to the policies and procedures designed to equip teachers (including prospective teachers) with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. In 1906-1956, the program of teacher preparation was called teacher training. It

prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher training was therefore very narrow and its scope was limited. But teacher education is a wider concept. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. This may be represented as—Teacher Education = Teaching skills + Pedagogical theory + Professional skills

Here, teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to teach, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage-specific and is based on the needs and requirements that are characteristics of that stage. Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, which promotes holistic development.

12.3.1 Definitions of Teacher Education

Let us go through some definitions of teacher education.

- The Dictionary of Education (1973) defines teacher education as “All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively”.

- The National Council for Teacher Education has defined teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level.
- According to UNESCO (2005), teacher education "addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programmes for both pre-service and in-service teachers."

By analyzing these definitions, we can understand that teacher education involves formal as well as informal learning experiences required to perform in the teaching profession, it pertains to all the stages of education. It is also meant for both pre-service and in-service teachers

12.3.2 Nature of Teacher Education

You will get a more elaborate idea about the concept of teacher education by going through its nature. Let us look at the nature of teacher education—

- Teacher education is based on the theory that—Teachers are made, not born.
- Since teaching is considered an art and a science, the teacher has to acquire not only knowledge but also skills.
- Teacher education is broad and comprehensive. It involves various community programmes and extension activities, viz. adult education and non-formal education programmes, literacy and development activities of the society.
- Teacher education is a continuous process and its pre-service and in-service components are complementary to each other.
- It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, teacher education has to keep abreast of recent developments and trends.

- As in other professional education programmes, the teacher education curriculum has a knowledge base that is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several disciplines as well as skills required in the field.
- Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is specialized and diversified across stages of education, which should be utilized for the functions which a teacher is expected to perform at each stage.
- It is a system that involves an interdependence of its inputs, processes and output.



LET US KNOW

- Teacher education refers to the policies and procedures designed to equip teachers (including prospective teachers) with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.
- Teacher education is a continuous process.
- Teacher education is based on the theory that—teachers are made, not born.
- Teacher education is broad and comprehensive.
- It is ever-evolving and dynamic.
- Teacher education is differentiated into stage-specific programmes.



CHECK YOUR PROGRESS

Q. 1: What do you mean by teacher education?

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Q. 2: Distinguish between teacher training and teacher education.

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Q. 3: Mention one characteristic of teacher education.

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12.4 OBJECTIVES OF TEACHER EDUCATION

Till now, you have certainly understood that teacher education is a purposeful activity. The objectives of teacher education, in general, are as follows—

- To develop a good command of the subject matter of his own area.
- To develop a skill to stimulate experience in the learners, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere.
- To develop the understanding of child/learner's psychology so that the teacher is able to appreciate the difficulties experienced by learners and to bring about appropriate modes and methods of achieving the goals accordingly.
- To develop proper attitudes towards the teaching profession, learners, community, etc.
- To develop self-confidence in the teachers in terms of adjustment with physical conditions, social environment and with himself.
- To develop the capacity to extend the resources of the school by means of improvisation of available instructional facilities.
- To develop an understanding of the concept and significance of individual differences.

Teacher education is required for teachers at all levels of education namely pre-primary, elementary, secondary, and higher education. The requirements of students and education vary at different levels. Hence stage-specific teacher education is essential. As such, the objectives of teacher education are also stage-specific. Now, let us go through the objectives of teacher education at different stages of education.

(i) Objectives of Teacher Education at Pre-Primary Stage

Education at the pre-primary stage aims at the all-round development

of children in the age group 3-6 years. So, the teachers need to equip themselves with the understanding of child development, their needs and the skills to nurture them. Accordingly, the objectives of teacher education at the pre-primary stage are—

- To acquaint the student-teachers with the philosophy and sociology of pre-school education.
- To make them conversant with the principles of growth and development of children of age group 3-6 years.
- To help them realize the importance of health, nutrition and welfare services for the child.
- To acquaint them with the methods, practices, equipment, materials and organizational principles of pre-school education.
- To develop an awareness of the role played by the family and community in the development of the child.
- To make them conversant in the language of everyday use to be used with the young children.
- To equip them with the knowledge of various media of creative self-expression and to develop in him essential skills for guiding children in the pursuit of creativity.

(ii) Objectives of Teacher Education at Elementary Stage

The teacher education of elementary stage helps the teachers or the prospective teachers to —

- Develop an understanding of the major psychological principles pertaining to the growth and development of children under his/her care.
- Possess theoretical and practical knowledge in respect of the child health, physical and creational activities, work experiences, play games, creative art, music and the skills to conduct these activities.
- Develop skills to identify, select and organize subject-specific learning experiences.
- Possess theoretical and practical knowledge in respect of elementary education.
- Conduct action research.

- Enable them to manage and mobilize community resources for the school and teaching.
- Enable them to use the latest constructivist pedagogy and evaluation techniques.
- Enable them to impart value education, environmental education, life skills education, work education and feel their responsibility towards the education of deprived sections of society.

(iii) Objectives of Teacher Education at Secondary stage

The aims and objectives of teacher education of secondary stage are –

- To develop understanding, skills, interests and attitude which would enable them to foster the all-round growth of the child.
- To maintain the continuity of elementary education and to prepare students for the study of diversified courses and appropriate selection of subjects at the senior secondary stage.
- To empower the prospective teachers to adopt a disciplinary approach in teaching, and to develop among students interest in such studies.
- To develop among them the skills for promoting patriotic feeling, national consciousness, social cohesion, communal harmony and universal brotherhood.
- To enable them to develop the teaching competencies and performance skills for the subjects they have to teach, using appropriate aids including ICT, organize supplementary educational activities and elicit community cooperation.
- To enable them to integrate yogic, health, physical, aesthetic and inclusive education with other educational activities.
- To enable the prospective teachers to orient and sensitize the students with care and caution about Life Skill education, HIV/ AIDS preventive education, reproductive health, etc.
- To develop among teachers an acceptable desired perspective about academic stream and understanding of its nature, purpose and philosophy.
- To develop among them the competencies to communicate abstract and complex ideas and concepts in simple terms.

(iv) Objectives of Teacher Education at Higher Education Stage

The education of higher stage, i.e. college and university, is different from that of school education and therefore teachers also require a different kind of orientation. Higher education is meant for adults or individuals who are in transition from adolescence to adulthood. At this stage, education is more specific. The aims and objectives of teacher education of higher education are—

- To develop understanding of the aims and objectives of education in general and higher education in particular.
- To develop competency to teach the subjects of specialization on the basis of accepted principles of teaching and learning.
- To keep the teachers abreast with the latest knowledge in subjects of specialization and the methodology of teaching.
- To make them aware of their role in building up a democratic, secular and socialistic society in the Indian context.
- To develop skills to make use of educational technology in the teaching of the subject of specialization.
- To develop understanding of the bio-psycho-social needs of adolescents and to make them aware of problems arising out of the non-fulfillment of these needs and develops skills to help the adolescents to solve academic and personal problems.
- To stimulate them to undertake research projects, action research, experimental research, research projects to solve problems pertaining to pupil behaviour modifications in and outside the classroom.
- To enable them to inculcate dignity and morality of work and produce work culture among their students.

12.5 IMPORTANCE OF TEACHER EDUCATION

It is well understood that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The Ministry of Education document—Challenge of Education: A Policy Perspective (1985) mentions, “Teacher performance is the most crucial input in the field of education.”

The policies and programmes of education are to be implemented by the teachers at the ground level. Proper implementation of these policies and programmes can be expected only from capable and committed teachers. This also highlights the importance of teacher education. The NCTE (1998) in *Quality Concerns in Secondary Teacher Education* has also recognized the importance of teacher education by stating "the teacher is the most important element in any educational program. It is the teacher who is mainly responsible for the 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 National Curriculum Framework, 2005 also places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. Recently, the National Education Policy (NEP) 2020 has also indicated that teacher education is vital for shaping the next generation. You will be able to realize the significance of teacher education through these points—

- Quality education 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 optimum learning of all the learners.
- Teacher education is necessary to help teacher-trainees critically examine their beliefs and values as they relate to teaching, learning and subject matter.
- Teacher education is helpful for taking the appropriate decisions in day-to-day complex teaching-learning situations.
- Teacher education can reshape the attitudes of the teacher-trainees towards others and develop professional rather than a personal role orientation towards teaching as a practice.
- Teaching is a highly professional activity that demands specialized knowledge, skill and behaviour. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. Teacher education is necessary to develop this professional competency in the teacher-trainees.

The teacher is required to acquire adequate knowledge, skills, interests

and attitudes towards the teaching profession. The teacher can be made proficient with well-planned, imaginative pre-service and in-service teacher education programmes. The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.



CHECK YOUR PROGRESS

Q. 4: Write one objective of teacher education.

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Q. 5: Mention one importance of teacher education.

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12.6 PROBLEMS OF TEACHER EDUCATION

Till now, you must have understood that teacher education is a crucial factor of quality education. But various policies, measures and reforms in the field of teacher education have not been able to provide the global standard of quality education. There are some loopholes in the system for which the quality of teacher education is still low. Let us see what the problems of teacher education are.

- **Lack of Holistic Approach:** Teacher education aims at the holistic development of teachers which includes orientation of knowledge, skills and attitude. This is a time-taking process. Short-duration programmes of teacher education cannot fulfill this aim of the holistic development of teachers.
- **Selection problem:** The selection procedure of teacher education programmes should be so designed that the individuals who have actual interest and aptitude for teaching and who have adequate knowledge of the subject matter should be selected. But the present selection procedure is limited to testing only one or two aspects of the individual.
- **Non-Implementation of the orientation received in teacher**

education programmes: The teacher trainees who have received orientation in teacher education programmes limit their learning experiences only to earn the degree. They fail to implement their learning in the actual field.

- **No real link between teacher education and educational institutions:** The current teacher education programme does not provide proper opportunities to the student-teachers to develop competency because the organizers of the teacher education programmes are not aware of the present problems of schools. So, there should be a close link between the work schedule of the teacher in the programme and the school adopted for teacher preparation in a training college.
- **Practice teaching neither adequate nor properly conducted:** In spite of all kinds of elaborate arrangements regarding practice in teaching, teacher-trainees are not serious to the task of teaching, deficient in sense of duty, indifferent to children, irresponsible, aimless, lacking innovative measures in teaching which are great obstacles in the development of pedagogical skills.
- **Isolation of teacher's education institutions:** Teacher education has become isolated from schools, colleges and universities. The changes in the policies of school education and higher education should also be implicated in teacher education accordingly, which is lacking.
- **Lack of proper regulation and monitoring:** The teacher education institutions and the programmes conducted by these institutions need to be regularly monitored and regulated for the maintenance of their quality. But quality has become a concern due to commercialization in the field of teacher education.
- **Inadequate research:** Research in teacher education has been considerably neglected. The research conducted is of low quality. Before undertaking any research, the teacher programmes are not studied properly**.** The research component of teacher education is not given adequate importance.

- **Proper facilities not available:** The teacher education programme is being given a step-motherly treatment in India. Many teacher education institutions are being run in rented buildings without any facility for an experimental school or library or laboratory and other equipments that is necessary for a good teacher education department. There are no separate hostel facilities for student teachers.
- **Lack of strong Feedback mechanisms**: There is no feedback mechanism to track the success of teacher education programmes. The products of teacher education programmes are not tracked to monitor whether they are utilizing the learnings of teacher education programmes in the actual field.
- **Inadequate continuous professional development for teacher educators:** There is no planned and well-organised system of continuous professional development of teacher educators in India. As a result of that the teacher educators are adhered to the traditional pedagogical knowledge, skills and methods of teacher training for which the entire teacher education system has suffered a lot.

12.7 SUGGESTIONS TO IMPROVE THE CONDITION OF TEACHER EDUCATION

The quality of teachers is imperative for quality education in every society. Therefore, it is important to monitor and work for the development of teacher education and give it its due importance. Some suggestions are given here to improve the conditions of teacher education:—

- The focus of teacher preparation needs to shift from training to education if it has to bring positive influences on the quality of education through holistic development of teachers. NEP 2020 has emphasized the need for teacher education to be multidisciplinary.
- Evaluation of teacher education, like technical education and higher education, must be the responsibility of the central government.
- Among teacher education institutions, uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.

- The affiliation and regulatory conditions should be more stringent and should be strictly applied. Steps should be taken to reform the teacher education institutions which are not able to maintain the standard. Regular inspection by NCTE should be done on a regular basis. Commercialization of teacher education should be regulated. NEP 2020 has suggested the revitalization of the regulatory system through radical action.
- The curriculum of teacher education should be continuously developed to keep pace with current trends.
- Government should look after the financial requirements of the institutions.
- Refresher courses should be organized for teacher educators frequently.
- Research in teacher education should be encouraged.
- The selection procedure must be improved and interviews, group discussions along with common entrance test. Inclusion of tests like test of general knowledge, interview, test in school subjects, test of intelligence, test of language, aptitude, and interest and attitude inventory should be administered.
- Teacher educators should be trained in the use of ICTs. Continuous professional development of teacher educators should be ensured.
- Internship in teacher education should be objective, reliable and valid. It should be of sufficient time and student-teachers must be exposed to the full functioning of the school. Appropriate supervision and feedback mechanism should be designed for internships.



CHECK YOUR PROGRESS

Q. 6: Mention one problem of teacher education.

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Q. 7: Give one suggestion to improve the condition of teacher education.

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ACTIVITY 12.1

Apart from the suggestions given in the unit, give some suggestions for improvement of teacher education in your district on the basis of your own observation.



12.8 LET US SUM UP

- Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.
- Teacher education is a broad concept, a continuous, ever-evolving and dynamic process.
- It is differentiated into stage-specific programmes.
- It is a system that involves an interdependence of its inputs, processes and output.
- It is based on the theory that —Teachers are made, not born,
- Objectives of teacher education are—Imparting adequate knowledge of the subject matter, equipping with necessary pedagogic skills, developing self-confidence and proper attitudes towards teaching, enabling to acquire an understanding of child psychology, to make proper use of instructional facilities, to understand the significance of individual differences of a child, etc.
- The focus of teacher preparation needs to shift from training to education.
- The affiliation and regulatory conditions should be more stringent and should be surely applied.
- The curriculum of teacher education should be continuously developed to keep pace with current trends.

- Government should look after the financial requirements of the institutions.
- Refresher courses should be organized for teacher educators frequently.
- Research in teacher education should be encouraged.
- The selection procedure must be improved and interviews, group discussions along with common entrance test.
- Continuous professional development of teacher educators should be ensured.
- Internship in teacher education should be appropriately conducted.



12.9 FURTHER READING

1) Aggrawal, J.C. (1996). *Teachers and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt.
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12.10 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

Ans. to Q. No. 2: Teacher training is narrow in goal and scope. It focuses only on skill training. Teacher education is a broader concept. It is holistic in nature and encompasses teaching skills, sound pedagogical theory and professional skills.

Ans. to Q. No. 3: Teacher education is a continuous process and its pre-service and in-service components are complementary to each other.

Ans. to Q. No. 4: One objective of teacher education is to develop an understanding of child/learner's psychology so that the teacher is able to appreciate the difficulties experienced by learners and to bring about appropriate modes and methods of achieving the goals accordingly.

Ans. to Q. No. 5: Teacher education is necessary to develop professional competency among the teacher-trainees.

Ans. to Q. No. 6: One of the problems of teacher education is the lack of a holistic approach. Teacher education aims at the holistic development of teachers which includes orientation of knowledge, skills and attitude. This is a time-taking process. Short-duration programmes of teacher education cannot fulfill this aim of the holistic development of teachers.

Ans. to Q. No. 7: The affiliation and regulatory conditions should be more stringent and should be strictly applied. Steps should be taken to reform the teacher education institutions which are not able to maintain the standard. Regular inspection by NCTE should be done on a regular basis. Commercialization of teacher education should be regulated.



12.11 POSSIBLE QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q. 1: What are the characteristics of teacher education?

Q. 2: What are the objectives of teacher education at the secondary stage?

Q. 3: Why teacher education is important?

B) Long Questions (Answer each question in about 300-500 words)

Q. 1: "Teachers are born, not made." Justify the statement.

Q. 2: Write briefly the shortcomings in the existing system of teacher education and give some remedies.

Q. 3: Explain the nature of teacher education in detail.

Q. 4: Discuss the objectives of teacher education at the secondary level of education.

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