

# STUDY MATERIAL FOR EDUCATION HONOURS STUDENTS OF SEM-V

## PAPER: DSE 2 (TEACHER EDUCATION)

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**INTRODUCTION:** “We must procure best teachers for our students, whatever it may cost”

-----Mahatma Gandhi

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 this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. 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.

**CONCEPT AND MEANING OF TEACHER EDUCATION:** It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. 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. 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. According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. 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 education was therefore very narrow and its scope was limited. As W.H. Kilpatrick put it, —Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

**Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.**

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, 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 characteristic 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, counselling 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, thus promoting holistic development.

**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 teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus

where there are teachers, there would be teacher education. The knowledge base is adequately specialized and diversified across stages, in order to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

**Triangular Basis of Teacher education:** Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education. Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These disciplines provide the base for better understanding and application of Teacher education. The Philosophical basis provides insights to the student teachers about the implications of- the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline. The Sociological basis helps the student teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes. The Psychological basis helps the student teachers develop insights into students' psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

**Aspects of Teacher Education:** Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators. Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the

functions in the most efficient and effective manner. Teacher education therefore pays attention to its content matter.

### **AIMS AND OBJECTIVES OF TEACHER EDUCATION AT DIFFERENT LEVELS**

**OF EDUCATION:** Teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of:

- Encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and,
- An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

These 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.

To be able to realize such expectations, Teacher Education has to comprise such features as would enable the student teachers to:

- Care for children, and who love to be with them;
- Understand children within social, cultural and political contexts;
- View learning as a search for meaning out of personal experience;
- Understand the way learning occurs, possible ways of creating conducive conditions for learning, differences among students in respect of the kind, pace and styles of learning.
- View knowledge generation as a continuously evolving process of reflective learning.
- Be receptive and constantly learning.
- View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.

- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching learning and personal experience.
- Own responsibility towards society, and work to build a better world.
- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
- Analyze the curricular framework, policy implications and texts.
- Have a sound knowledge base and basic proficiency in language.

The objectives of teacher education would therefore be to:

- Provide opportunities to observe and engage with children, communicate with and relate to children.
- Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.
- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

**TEACHER'S TRAINING VS TEACHER EDUCATION:** Although people outside the education field may use teacher education and teacher training interchangeably, education theorists distinguish the terms clearly. In the context of teacher preparation, training corresponds to learning real-life classroom skills while education refers to more abstract knowledge about modes of learning and instruction. When referring to the process of preparing future teachers, education specialists find "teacher education" more consistent with the idea of developing versatile, reflective practitioners with a wealth of professional knowledge.

In education theory, training refers to acquisition of concrete skills for meeting specific goals in a real-life, applied situation. This often includes "closed skills," like typing or juggling,

that have absolute ceiling on mastery or where the only way to improve the skill is to do it faster or while multi-tasking. For teachers, training might include how to maintain a grade book or calculate reading fluency scores.

This distinction is subtle since abstract concepts can empower students to meet real-life goals, similar to training. Furthermore, training in concrete skills can foster understanding of an underlying concept, similar to education. Some theorists distinguish education from training based on intention. Education aims to improve the mind while training aims to improve performance. In many cases, education and training go hand in hand.

Therefore we can say, Teacher education refers to the whole range of activities that constitute preparation for, and improvement of members of, the teaching profession. It includes pre-service education for those who have not had teaching experience and in-service education for those who are actually engaged in teaching. The elevation of quantitative and qualitative standards for the profession is reflected in the use of the term "teacher education" rather than the older term, "Teacher Training". Whereas teacher training suggests the development of a rather narrow proficiency in the skills or methods of classroom teaching, teacher education connotes the broad professional preparation needed for the highly complex task of teaching in the modern world.