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Teacher Education

Teacher education or teacher training refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The professionals who engage in this activity are called teacher educators (or, in some contexts, teacher trainers).

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.”

Need & Importance of Teacher Education

Need of teacher education: The American Commission on Teacher Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.” In his Call for Action for American Education in the 21st Century in 1996, Clinton indicated that : —Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training”. The need for teacher education is felt due to the following reasons; 1) It is common knowledge 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 focus of teacher preparation had to shift from training to education if it had to make a positive influence on the

quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are; the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation. This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training. 6 2) Educating all children well 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 seeing that all children reach high levels of learning and that they act accordingly. 3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001). 4) The National Academy of Education Committee's Report (Darling-Hammond and Bransford, 2005) wrote that : —On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning. In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgements about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making. 5) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice. 6) The Ministry of Education document —Challenge of Education : A Policy Perspective (1985) has mentioned, —Teacher performance is the most

crucial input in the field of education. 7 Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

ICT Enabled Teacher Education

The classroom is now changing its look from the traditional one i. e. from one way to two way communications. Now teachers as well as students participate in classroom discussion. Now Education is based on child centric education. So the teacher should prepare to cope up with different technology for using them in the classroom for making teaching learning interested. For effective implementation of certain student-centric methodologies such as project-based learning which puts the students in the role of active researches and technology becomes the appropriate tool. ICT has enabled better and swifter communication; presentation of ideas more effective and relevant way. It is an effective tool for information acquiring-thus students are encouraged to look for information from multiple sources and they are now more informed then before. So for this reason ICT is very much necessary for Teacher Education.

Recent Trends in Teacher Education:-

On the basis of various changing needs of our society nowadays emphasis is also given to the various educational theories and educational practices. According to these theories and practices changes are also undergo in teacher education also. It is natural that teacher education must include new technology. Teachers should also know the right attitudes and values, besides being proficient in skills related to teaching. As we know the minimum requirement of any training programme is that it should help the trainee to acquire the basic skills and competencies of a good teacher. Now-a-days new trends in teacher education are Inter-disciplinary Approach,

Correspondence courses, orientation courses etc. Simulated Teaching, Micro Teaching, Programmed Instruction, Team Teaching are also used in teacher education. Now-a-day Action Research also implemented in Teacher Education. ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.

Different Strategies for applying ICT in Teacher Education:-

1. Providing adequate infrastructure and technical support.
2. Applying ICT in all subjects.
3. Applying new Pre-service teacher Education curriculum.
4. By using application software, using multimedia, Internet e-mail, communities, understanding system software.

Role of ICT in 21st Century's Teacher Education:-

1. ICT helps teachers in both pre-service and in-Service teachers training.
2. ICT helps teachers to interact with students.
3. It helps them in preparation their teaching, provide feedback.
4. ICT also helps teachers to access with institutions and Universities, NCERT, NAAC NCTE and UGC etc.
5. It also helps in effective use of ICT software and hardware for teaching – learning process.
6. It helps in improve Teaching skill, helps in innovative Teaching.
7. It helps in effectiveness of classroom.
8. It also helps in improving professional Development and Educational management as well as enhances Active Learning of teacher Trainees.
9. It is now replacing the ancient technology. As we know now-a day's students are always have competitive mind. So teacher must have the knowledge of the subject. This can be done through ICT.
10. ICT helps teachers in preparation for teaching. In order to introduce ICT in pre-service teacher education different methods and strategies are applied.
11. Different tools are used such as word processing, Database, Spreadsheet etc.

12. Various technology based plans are used to help the teachers for their practice teaching.
13. ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life.
14. ICT used as an „assisting tool“ for example while making assignments, communicating, collecting data & documentation, and conducting research.
15. Typically, ICT is used independently from the subject matter.
16. ICT as a medium for teaching and learning. It is a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn.
17. It appears in many different forms, such as drill and practice exercises, in simulations and educational networks.
18. ICT as a popular tool for organisation and management in Institutions. Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also be equipped with technology.
19. It removes the traditional method of teaching and prepare teacher to apply modern method of teaching.
20. ICT is plays an important role in student evaluation.
21. ICT is store house of educational institution because all educational information can safely store through ICT.
22. ICT helps Teacher to communicate properly with their students. So ICT bridge the gap between teacher and students.
23. ICT helps Teacher to pass information to students within a very little time.
24. ICT helps Teacher to design educational environment.
25. ICT helps Teacher to identify creative child in educational institute.