

Principle And Significance Of Teacher Education

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Abstract: Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. As an integral component of the educational system, teacher education is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of the knowledge, the emerging expectations and changes operating in education etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed. Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. It is one of the significant areas where a lot of innovative ideas can be tried out and practiced. The Present paper discusses about the principles and significance of teacher education, and also it discusses the scenario of pre independence and post independence teacher education of the country.

Keywords: Teacher education, Teacher Educators, Principles of Teaching, Significance of Teacher Education

INTRODUCTION:

Teachers can craft or blight a nation. Teaching is a Jugglery of words, which needs to be practiced through the proper training, acquisition of various skills, competencies and relevant knowledge about the learner and the subject matter in the contemporary world. Teacher education refers to the policies, procedures and provision 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. Those professionals who engage in this activity are called Teacher educators (or, in some contexts, teacher trainers). The Education Commission (1964-66) stated that a sound programme of professional education of teachers is essential for the qualitative improvement of education. It

emphasized that investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. The Commission was of the view that training and orientation of teacher is very important so that he understands and accomplishes his changing role effectively. The National Policy on Education (1986) also stated that the status of teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers. Teacher education is perhaps more confronted with how to negotiate and significantly address the world of teaching-learning than merely dealing with duties, responsibilities and classroom assignments. It is now at the fork of fullness of vision in a fascinated world of immediate gain in every endeavour and worries and frustrations in fruitless teaching sans joy, sans freedom and creative adventure.

OBJECTIVES OF THE STUDY:

1. To highlight significance of teacher Education.
2. To explore principles of teaching.
3. To narrate the status of teacher education in pre and post independence era.

TEACHER EDUCATION IN BRIEF:

Teacher education refers to the polices and procedure 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. Although ideally it should be Conceived of, and organized as, a seamless continuum, teacher education is often divided into these stages which are below:

- a) Initial teacher training/education: A pre-service course before entering the classroom as a fully responsible teacher.
- b) Induction: The process of providing training and support during the first few years of teaching or the first year in a particular school.
- c) Continuing professional development (CPD): An in-service process for practicing teachers.

TEACHER EDUCATORS:

A teacher educator (also called a teacher trainer) is a person who helps other people to acquire the knowledge, competences and attitudes they require to be effective teachers. Several individual teacher educators are usually involved in the initial or ongoing education of each teacher; often each specialises in teaching about a different aspect of teaching (e.g.

educational ethics, philosophy of education, sociology of education, curriculum, pedagogy, subject-specific teaching methods etc.).

Not every culture has a concept that precisely matches the English term 'teacher educator'. Even where the concept exists, the range of roles that is covered by the term varies significantly from country to country. In some traditions, the term 'teacher trainer' may be used instead of 'teacher educator'.

A teacher educator may be narrowly defined as a higher education professional whose principle activity is the preparation of beginning teachers in universities and other institutions of teacher education, such as teacher colleges. A broader definition might include any professional whose work contributes in some way to the initial education or the continuing professional development of school and other teachers.

Even within a single educational system, teacher educators may be employed in different roles by different kinds of organisation. In the European context, for example, people who could be considered to be teacher educators include:

- Higher Education academics with a responsibility
- for Teacher Education as such,
- for teaching a subject (such as chemistry or mathematics) to students who will later become teachers;
- for research into teaching,
- for subject studies or
- for didactics;
- teachers in schools who supervise student teachers during periods of teaching practice;
- school teachers or school managers responsible for inducting new teachers during their first year of teaching; or
- those in charge of school teaching staff's continuous professional development.

Teacher educators may therefore work in many different contexts including (universities, schools, private sector training organisations or trade unions) and their working time may be fully, or only partly, dedicated to the preparation of teachers.

DEFINITION AND IMPORTANCE OF PRINCIPLES OF TEACHING

Definitions of the term "Principle": - The term principle has been adopted from the Latin word "princeps", which means the beginning or the end of all things. - The Early Greeks used the term principles not only to express the origin of things but also to express their fundamental laws, and to put out the ultimate objectives. - Principles are sometimes the success and causes from which things proceed, as for instance the visible universe. - It is also the characteristics of things or whatever determines their nature. - Principles are used in many different senses. - According to Webster, principle is a comprehensive law or doctrine from which others are derived or on which others are founded. - To Ayer, "the term principle is most frequently used, to signify a generalized statement through which otherwise unrelated data are systematized and interpreted. - In the Language of Hopkins, "a principle is a rule for guiding the ship of education so that it will reach the port designated by the philosophy of education; it is a compass by which the path of education is directed.

Principles are important for the governing of actions and to operation of techniques in any field of education.

- Principles are the fundamentals through which we proceed from one situation to another
- Principles are the chief guides to make teaching and learning effective and productive.
- Principle also refer to the psychological laws of learning, to important educational theories, to the statements of facts, to governing laws or rules of conduct, and to generally accepted tenets.
- Principle is accepted as fundamental truth, it may considered a comprehensive law, a doctrine, a policy or a deep-seated belief which governs the conduct of various types of human endeavour.
- In general, the term principle is often used to mean any of general truth or guiding norm by which a process is carried on, as when we speak of mathematical principles.

SIX PRINCIPLES FOR TEACHER EDUCATION:

Our collective commitment to the development of exemplary teacher education programs is unwavering. Central to our deliberations about the direction of teacher education has been the adoption and enactment in all our teacher education programs of a set of six principles that define, in comprehensive ways, our conceptual framework for teacher education. The six principles are shared below. Accompanying each is an elaboration composed of three parts: a statement about why the principle is important, a statement about implications of the principle for our teacher education programs, and a statement about what the principle implies for teacher candidate expectations.

1. KNOWLEDGE

Effective teachers possess a well-grounded knowledge of the content areas that are central to their teaching. They also have an in-depth comprehension of the forms of knowledge embodied in the traditional disciplines, of the interdisciplinary nature of inquiry,

and of the multiple forms of understanding that individual students bring to the classroom. Thus, all our teacher education programs help teacher candidates acquire practical wisdom that integrates forms of understanding, skilled action in and outside classrooms, and a particular sensitivity to the diversity of students. Teacher candidates are expected to be well grounded in student development, the content areas that are central to their teaching, and assessment strategies.

Our teacher education programs help students acquire a “practical wisdom” that integrates ...

- Multiple forms of understanding
- Skilled action in & outside classrooms
- A particular sensitivity to the diversity of students

Our teacher candidates are well-grounded in ...

- Content Areas central to their teaching
- Student development
- Assessment strategies
- Educational research
- Leading technology

2. MEANINGFUL EXPERIENCE

Teachers are expected to be thoughtful, reflective, caring practitioners in actual educational settings. Teacher education programs must maintain or create experiences in schools and on campus so that instructors can assist candidates in developing and assessing this professional expertise. Thus, all our teacher education programs include early and continuous engagement-through direct immersion or simulation-with the multiple realities of children, teaching, and schools. Teacher candidates are expected to create and nurture a positive physical, social, and academic learning environment.

Our teacher education programs ...

- Assist candidates in developing and assessing their effectiveness in actual educational settings.
- Include early and continuous engagement with the multiple realities of children, teaching, and schools.

Our teacher candidates ...

- Act as thoughtful, reflective, caring practitioners while participating in their field experiences.
- Create and nurture a positive, physical, social and academic learning environment.

3. PERSONALIZED LEARNING

Good teachers build on their students' interests, orientation to learning, and hopes. Similarly, teacher education programs should offer teacher candidates opportunities to individualize and personalize their preparation as teachers. Thus, all our teacher education programs give teacher candidates a significant measure of control over how, when, and where their learning takes place, thus enabling their interests and values to shape major portions of their work. Teacher candidates are expected to understand students' ability levels, interests, and learning styles. They should demonstrate instruction that reflects the diversity among all learners.

Our teacher education programs ...

- Give candidates a significant measure of control over how, when, and where their learning takes place
- Enable candidates' interests and values to shape major portions of their work

Our teacher candidates ...

- Understand students' ability levels, interests, and learning styles
- Plan and implement instruction that reflects the diversity among learners

4. COMMUNITY

Effective teacher preparation requires that participants develop a sense of community through engagement in shared activities and issues. The longevity of relationships required to establish community has several advantages for all its members. It brings coherence to programs, fosters an appreciation of the power of cooperative effort, and encourages a dialogue that promotes the continual rejuvenation of teacher education. Thus, all our teacher education programs foster a sense of community among their teacher candidates, among faculty members, between faculty members and candidates, and between the university and the schools. Teacher candidates are expected to understand and to be involved in their academic learning community. They should build and develop relationships within the school, corporation, and community.

Our teacher education programs foster a sense of community ...

- Among teacher candidates
- Between faculty members and candidates
- Among faculty members
- Between the university and the schools

Our teacher candidates ...

- Understand and participate in their academic learning community
- Build and develop relationships within the school, corporation, and community

5. CRITICAL REFLECTION

Effective teachers reflect critically on the moral, political, social, and economic dimensions of education. This requires an understanding of the multiple contexts in which schools function, an appreciation of diverse perspectives on educational issues, and a commitment to democratic forms of interaction. Thus, all our teacher education programs encourage students to develop their own social and educational visions that are connected to critically reflective practice. Teacher candidates are expected to reflect continuously on all aspects of their teaching experience to identify ways for improvement as individuals, as a part of the school community, and as part of the teaching profession.

Our teacher education programs ...

- Encourage candidates to develop social and educational visions that are connected to critically reflective practice
- Foster candidates' appreciation of diverse perspectives on educational issues

Our teacher candidates ...

- Reflect continuously on all aspects of their educational and teaching experiences
- Identify avenues for improvement as individuals, as part of the school community, and as part of the teaching profession

6. GROWTH

Teachers are more than technicians or purveyors of information. Accordingly, they must be committed to lifelong intellectual, personal, and professional growth. Because both faculty and teacher candidates must continually develop these habits of mind, teacher education programs must stimulate the exploration and development of the full range of human capabilities. Thus, all our teacher education programs foster intellectual curiosity and encourage an appreciation of learning through the sustained analysis of ideas, values, and practices; and through intuition, imagination, and aesthetic experience. Teacher candidates are expected to develop a philosophy of teaching and learning. This philosophy and continuous professional growth should include values, commitments, and professional development.

Our teacher education programs ...

- Promote learning through inquiry
- Foster intellectual curiosity
- Encourage an appreciation of learning through intuition, imagination, and aesthetic experience

Our teacher candidates ...

- Develop a philosophy of teaching and learning
- Commit themselves to lifelong intellectual, personal, and professional growth

TEACHER EDUCATION IN PRE INDEPENDANCE INDIA:

According to the Rigveda, a teacher was selected and then educated or trained effectively. Teaching in the Upanishadic period was known for the personal attention paid to the student. The freedom to accept a disciple rested with the teacher, and a disciple or student had the freedom to choose his teacher. Oral explanation was one of the important method of teaching. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another.

The monastic system was an important feature of Buddhism and required that every novice the Saddhiviharika on his admission, should place himself under the supervision and guidance of a preceptor (Upajjhaya). The monitorial system was in vogue during the medieval times too and was the method of preparing the future teachers. The teachers were held in high esteem and were respected by the society and their students.

Modern period was characterized by the Britishers in India. Various committees were instituted who looked in to the system of teacher education and training. Of them Wood's Dispatch, Government of India's Resolution on Education Policy of 1904 and Saddler and Hartog Committees made substantive recommendations which hold good for the present times too.

TEACHER EDUCATION IN POST INDEPENDENCE INDIA:

The development of teacher education has been traced in the post independent period. Important suggestions and recommendations have been made from the time of independence. From the University Education Commission (1948) to the decade of the 2000 importance has been given to teacher education, its development and enhancement. The establishment of UGC, NCERT, NCTE and NAAC have had substantial impact on teacher education.

A landmark achievement was the establishment of the National Assessment and Accreditation Council (NAAC) by the UGC for quality assurance and enhancement of higher education

As reported by the MHRD, Government of India (Annual Report, 1999- 2000, p. 8) "One of the major achievements of NCTE during the short period of its existence has been the publication of monographs, reports and self learning modules for teacher educators and teachers during 1998-99. The publications brought out by NCTE provide a comprehensive view on several important aspects of teacher education". To be specific, NCTE has brought out 66 publications and 6 CD ROMs by 2000-2001.

Besides, many seminars, conferences and workshops are being organized by NCTE in different parts of the country for improving the teachers' competency, up gradation of syllabi and development of materials on teacher education.

Besides academic activities, the NCTE has achieved some success in its regulatory functions by bringing a vast majority of teacher training institutions under its purview. Particularly, commercialization of Teacher Education has been controlled to a great extent at the cost of a large number of cases pending in the courts and a huge expenditure on account of this. A so called landmark decision taken by NCTE was "to make Information and Communication Technology (ICT) literacy a compulsory part of B.Ed. course, mainly to create general awareness amongst the teacher trainees about ICT and its use in teaching-learning." (NCTE Annual Report, 2000-2001 p.3). Unless qualified and competent teachers/teacher educators are in a position to utilize properly the hardware facilities supplied by various agencies, the purpose for doing the same may not be realized.

SIGNIFICANCE OF TEACHER EDUCATION:

The roles of teachers towards the development of any nation can never be overemphasized. Teachers build up good ethical principles and obedience in pupils and students, they help to shape and re-shape the characters of children under them, motivates and inculcate skills/ knowledge and build up personalities in a country both psychologically, bodily, expressively, publicly and very importantly spiritually following the primary objectives, principles, norms, way of life, plans, strategies rules/regulations guiding the country.

The following items look at why it is so important for all teachers to have effective teacher training programs. The sad truth is that not all programs are created equal. To provide new teachers with the greatest chance of success, they need to have completed a teacher preparation program that provides them with knowledge, experience, and guidance. When this does not happen, we not only risk teachers leaving the profession quickly, but more importantly, we risk the education of entire classes of students. The significance of teacher education are as follows:

1. HELPS PREVENT FAILURE:

New teachers have many challenges that they face each day. Teacher education helps prepare new teachers for these challenges. While teacher training and student teaching won't completely prepare new teachers for every issue they will face, it can help them feel more confident about many common problems that arise for teachers each day. Without this background, teachers might feel like failures and eventually give up.

2. HELPS AVOID TEACHER BURNOUT:

Effective teacher training programs will address teacher burnout. First, it helps new teachers to understand what can lead to teacher burnout. In some cases, this is just the stress of daily teaching. However, it can also be caused by not varying the information and methods of teaching enough. Teacher training programs that focus on particular subject areas like social studies or mathematics can help students learn about different ways in which a subject can be presented.

3. PROVIDES AN UNDERSTANDING OF THE BENCHMARKS FOR ACHIEVEMENT:

Many inexperienced teachers focus on getting students to memorize and regurgitate success. Without a background to what does and does not constitute authentic student learning, new teachers sometimes create lessons that don't lead to the results they were expecting. However, teacher preparation programs can help students understand how to find and apply effective benchmarks for student achievement.

4. PROVIDES SUPPORTED PRACTICE IN A CONTROLLED ENVIRONMENT:

When it comes to teaching, reading a book is not enough. Even hearing teachers talk about teaching methods is not enough. New teachers need practice teaching combined with effective mentoring in order to help them understand what is required from them in their new position. This happens through student teaching in the classroom setting. However, it is imperative that student teachers are placed in appropriate classes that meet their interests. Further, the supervising teacher must be involved and provide feedback each day to help student teachers learn.

5. STOPS COSTLY EXPERIMENTING ON STUDENTS:

While all teachers experiment with new lessons and techniques from time to time, teachers without proper training will often try things that education might have taught them would not work. This experimenting comes at a cost in terms of student learning. As most teachers know, it is very easy to lose your students at the beginning of a term. If you do exhibit competence, fairness, and consistency from the beginning, you risk losing respect and interest. The ultimate cost of this failure is in what the student will not achieve in the classroom.

CONCLUSION:

Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. It is already acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct, To conclude, any effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom. The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF 2005. The pedagogic reform from this perspective need to invest on building on teachers capacity to act as autonomous reflective groups of professionals who are sensitive to their social mandate and to the professional ethics and to the needs of heterogeneous groups of learners. The National Curriculum Framework for Teacher Education (2009) promises to translate the vision into reality and prepare humanistic and

reflective teachers that has the potential to develop more professional teachers and improve the quality of education. To conclude, professionalism needs to be instilled in each and every phase of teacher preparation starting from conceptualisation to evaluation and appraisal to prepare professionals and improve the quality of education.

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