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Importance of teacher education

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Abstract

Education renders a significant contribution in leading to effective growth and development of the individuals and teachers have an important role to play in imparting education to the students. The major significance of teacher education is focused upon the impartment of training to the teachers, with the main purpose of achieving the desired academic outcomes. Teachers have an important role to play in leading to effective growth and development of the students. Therefore, to perform their job duties up to the required standard, it is vital for them to enhance their skills and abilities. The teachers have an important role to play in not only achieving the desired goals and objectives of the educational institutions, but also in promoting welfare of the community. Within the course of implementation of their job duties, they are required to cope with many challenges. The main areas that have been taken into account in this research paper are, concept of teacher education, its meaning and meaning.

Keywords: Teacher education, pre-service teacher education

Introduction

Teacher development is a process not an event. It means comprehensive growth and support. From the time teachers begin any initial preparation and or teaching provision needs to be made for ongoing development of knowledge to be made for ongoing development of knowledge, of subject matter; concrete skills to teach, observe, assess and reflect; incentives; and career growth. Teacher professionalism begins with instructional competence and commitment and extends into a number of related issues dealing with the degree of decision making autonomy and accountability. Therefore initial professionalism should focus on helping teacher develop basic Instructional competencies. Schools with more faculty influence over decision making had distinctly lower rates of turnover than these with less staff influence over decision making.

Concept of Teacher Education

Teacher education is the professional preparation in pedagogy of those who want to enter the profession of teaching. This may be traditional or closed type with objectivist orientation which focuses on the product of learning and the progressive or open type with an orientation of subjectivity of the pupils focusing on the process of learning.

The concept of the teacher as a benevolent despot who fills children's minds with the values and information considered important by adults, who shapes their "personality" through the impact of his own 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 and assists in investing their usual childhood experience with educational meaning.

'Schooling' therefore is a 'process of education'. It is a "continuum of guided experiences" for guiding the pupil through the process of discovering, analyzing and synthesizing educative experiences, the teacher's professional equipment has to be of a high order extending much beyond the technical skills of teaching a subject in a classroom.

Education enriches a society. Teacher education enriches it more in the sense that the qualitative improvement of society depends primarily on qualitative teacher and teaching. All social developments are linked with the educational system of a society. Education has multiple goals depending upon the direction of development.

"Teacher Education" implies the application to the "Student Teacher", of the same "process of education", as he would be applying to his pupils later on. He is no longer a 'trainee', expected to go through a constantly revolving mill of practice lessons but a self-directing,

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investigating, professionally motivated, alert 'student teacher' with as much right to develop his individuality, as his future pupils. He, therefore, goes through all the experiences essential to conduct "the process of education" for his pupils. He is thus, prepared for his profession not in a "training college" but in a College of 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 depends more than upon any single factor upon the quality of their teacher".

The UNESCO commission's report has rightly observed in a very comprehensive manner (1996).

"The importance of the role of the teacher as an agent of change promoting understanding and tolerance has never been more obvious than to day. It is likely to become more critical in the twenty first century improving the recruitment, training social status and conditions of work of teachers, they need the appropriate knowledge skills, personal characteristics professional prospectus and motivation if they are to meet the expectations placed upon them".

Teacher education is said to be very significant investment for bringing qualitative improvement in education.

Meaning & Definition of Teacher Education

B.O. Smith (1969) provides a meaning of teacher education. "One of the chief differences between a teacher who is theoretically trained and one who is not, is that the theoretically trained teacher will perform with a set of sophisticated concepts taken from the underlying disciplines of pedagogy as well as from the pedagogical field itself. The teacher who is not theoretically trained will interpret events and objects in terms of commonsense concepts that have come from experience of the race permeated with outmoded ideas about human behavior.

In the words of H.G. Wells "Teachers is the maker of history". The history of a nation is written in its schools and the schools cannot be very different from the quality of their teacher.

A professionally trained teacher expected to identify the strengths and weaknesses of secondary education in India and after having gained insight into the status, problems and issues concerning education at this stage, developmental make up for evaluating the system and utilizing the same or promoting excellence in education.

Types of Teacher Education

Preservice and Inservice Teacher education

Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching.

Pre-service education of teacher means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers.

A good deal of improvement in the teacher education programme is needed. Pre-service education is carried on for preparing different types of teachers. Pre-service teacher preparation is a collection of unrelated courses and field experience. Research based curriculum development of pre-

service teacher education is yet to take roots. These programmes are intended to support and enhance teacher learning instill in them a greater degree of self confidence. The beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where in they have been placed and interact with these cultures.

It is important for teacher educators to learn the methodology of how to get in touch with the core qualities of a good teacher and how they can stimulate these qualities in student teachers. This will lead to a deeper involvement in the learning process of teacher educators as well as student teachers. The inclusion of appropriate content knowledge about essential qualities of a good teacher in relevant theory papers and practice of effective domain related traits in school situation for a longer duration could help promote these traits in student teachers. The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change.

In contrast, in-service teacher education provides learning opportunities for practicing teachers. Both type of teacher education programmes. It is organized at various level.

Importance of Teacher Education

Teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counseling the students, organizing co-curricular activities, participate in community programs, diagnose and remedy students problems etc., together with activities which are intrinsic to teaching and learning. This needs perfection in academic and professional preparation of teacher and teacher educators.

Teacher education is important

- To educate teachers in organizing learning resources. So that they can identify a design how to use a variety of appropriate teaching learning resources from the environment, community, media, audio visual aids and self learning materials.
- To qualify them to conduct effective interaction during classroom teaching to promote individual and group learning.
- It is important to evaluate the outcomes of learning by planning and conducting a continuous comprehensive evaluation of teaching learning process through appropriate tools and techniques.
- To make them sufficient to implement compensatory education programs for the disadvantaged learner by organizing and participating in remedial instruction, tutorials, special coaching etc.
- To make them competent to cater to the special needs of disabled and gifted children.
- To make them adequate to guide students in solving their learning, occupational and personal problems and also participate in other student support activities.
- To make them sufficient to promote environmental consciousness, secular outlook, scientific temper, and cultural pursuits in the students and in the community.
- To prepare them to participate in and contribute to parallel and complimentary educational service systems

like not-formal education, adult literacy, workers education etc.

- To endow them the quality of organize and participate in programs of community service and development.
- To accomplish them for effective curriculum teaching strategies like developing lesson plans instructional limits, sequences etc., through discovery, problem solving, projects discussions, dialogue, inquiry.
- To qualify them to conduct effective interaction during classroom teaching to promote individual and group learning.

Teacher education programs are important for professional preparation of teachers and so they should provide for a comprehensive coverage for professional knowledge, values and skills have a string functional orientation. Teacher education being an integral part of the educational system is closely connected with the improvement of education in general preparing suitable teachers.

In many advanced countries of the world teaches. Training at the higher education stage has assumed significance and taken a systematic shape as regards infrastructure, courses of study, duration and so on. The Royal Commission for University Teaching and United Kingdom emphasized the need for providing opportunities for faculty development. The courses tend to be of general nature and shorter in duration. There are specific courses for new teachers who are trained in presentation, discussions, laboratory and techniques simulation exercises, computerized instruction etc. In some institutions there are also provisions for in-service training for teachers with experiences in advanced or specialized knowledge and skills.

The education of teachers not only facilities improvement of school education by preparing professionally competent teachers, but also functions as a bridge between schooling and higher education. The aim of teacher-education thus is to create conditions of learning than can facilitate the development of sensitive teachers. Teacher education is a continuous process. Its pre-service and in-service components are complementary to each other. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards teaching profession.

Teacher play an active role in the design of learning materials, organize, meaningful learning experiences for children. It is important to consider the pre-service preparation of teachers as initial training, requiring further honing of professional skills through a longer term placement in schools. Pre-service teacher education programs produce better teachers by “catching them young” and nurturing them for longer duration. Long duration training provides space for learning internalization, conceptualization and experiments. Quality pre-service program has demonstrative value in the context deteriorating teacher education scenario.

Teacher education is an essential input and is of great significance and relevance.

In Britain the teachers enjoys the freedom in respect of curriculum, syllabus and the methods of teaching. There are some independent schools which are known as public schools which are usually residential schools. Universities are also autonomous bodies. The courses are of two types-ordinary and advanced. The teachers are trained in two ways majority of them join teachers colleges for 2 years course in general education and professional training. University

graduates take one year course of professional training at the University Departments of Education. The whole period of preparation of teachers has three consecutive stages: a) Personal education (b) pre-service training (c) in-service education.

Education of teachers is a continuous process. There is a accreditation of institutions of teacher education by professional organizations is recognized as desirable for the improvement of program of teacher education and the teaching professional organization and govt. is strengthened. The federal government in collaboration with state government and the teachers colleges is seeking to make teacher education programs more effective and useful. The teachers are also prepared to teach the handicapped children. Team teaching techniques have been improved and is now increasingly adopted to make the most effective use of teachers. Teachers are employed on contract basis for one to three years. Teachers also take up other job during the vocations. The professional organization like NEA (National Education Association) and SEA also carry on program for the improvement of teachers.

In Japan and England there existed two separate training institutions for elementary and secondary teachers which differed from each other at many points. In Japan strict government control extended cover the whole training at normal schools. The normal schools or training colleges for elementary teachers recruited their students mostly from the lower classes while the universities tended to recruit their students from among the middle or upper classes. The social background of the students, combined with the level of education and governmental control and also such factors as salaries and teaching conditions, the administrative control and the social composition of the students determined the social esteem of the professions in which they eventually be engaged. When teacher education is traced back to ancient period it is found that in ancient lives teacher was not only well versed in temporal knowledge but was also deep in spiritual knowledge with high personal qualities of character. The Vedic knowledge was the centre of the curriculum and verbal communication was the mark of teaching learning strategy. Brahmins monopolized teaching profession and carried out the roles of teacher as well as priest. But they were expected to improve their teaching expectancies through self control meditation and more involved in ginning knowledge and original thinking. They were known as Guru Acharya etc. who initiated pupils to learn Vedas and other higher and mystical learning. Thus a teacher enjoyed a special status and was held in high esteem by the society due to his scholarship, qualities of character and spirituality. The selection of the teacher was done rigorously and he was expected to be complete in knowledge.

In Buddhist period there was a major change in educational system which was known as monastic system. A work had to learn under two teachers to qualify for the status of Acharya.

In medieval period the teacher was a hard task master students worked under strict discipline. The elementary education was provided in ‘maktabas’ while higher education imparted in Madarsahs. Teachers were respected and devoted to the profession.

Education is in the concurrent list as per the constitutional amendment of 1976. Accordingly though teacher education In India is the responsibility of the state/UT government,

central government has the responsibility to maintain quality and standards, including those of teaching profession at all levels and to promote excellence in teacher education.

Hardly any formal teachers training program was in vogue in the country till the first decade of the 19th century. Any government measure in this regard was a far cry. Under the direct guidance and supervision of the master, the monitors who were the selected and more capable scholars got a chance to learn class control, class management, school organization and teaching.

Quite recently, the committee on plan projects, appointed by the government of India, New Delhi May 1964 noted "that teacher's task today is to educate children for their physical, mental, emotional, mortal and spiritual growth and this task is to be handled big persons who are familiar with the methods of teaching and certain special skills for the purpose as well as knowledge of psychology of the children."

India has made considerable progress in teacher education. In India today we have teacher education institutions of all levels and categories run by all manner of agencies. They also reflect the quality and variety which characterizes any other profession. In India teacher education institutions have multiplied.

There is simultaneously the setting up of national council for teacher education. The professional preparation of teachers has been recognized very important. The NCTE established as a statutory council by an act of parliament in 1993 is committed to initiate suitable measures to make teacher education responsive to various levels of development and change. India has one of the largest systems of teacher education in the world. Besides the university departments and their affiliated colleges, governments and government aided institutions, private and self financing institutions and open universities are engaged in teacher education.

NCERT too has played an important role in the field of teacher-education. Under NCERT regional colleges of education were set up in 1963-64 and the department of teacher education at NIE (1964-65) worked for the improvement of teacher-education.

Teacher education thus singularly felt to build itself into a reliable and vibrant system for improving the competence in human resources to run the thousands of institution in the country and seeking various routes towards teacher development through DPEP, SSA, IASEs, SCERT and evaluation of teacher education by NAAC.

It is very significant and heartening feature that after independence greater attention has been paid to the improvement of teacher education at all levels. In order to look after the proper functioning of teacher education, the NCTE at the center and SCTE have been established to prepare programs for the development of teacher education, to suspend their implementation, to set standards, to accredit teacher education institutions, to initiate curriculum, and syllabus and to coordinate standards of teacher education programs at various levels. A congenial and conducive professional atmosphere is built up by making the teacher education. Institutions self-contained, independent and full-fledged professional institutions.

Status of teachers is very high in H.P. there are given great respect in society. The state institute of education was established at Solan in February 1973 in order to bring qualitative reform in education at the school level right from

primary to higher secondary and to look after programs of consolidation and qualitative improvement.

Pre-service training of teachers was undertaken on quite an extensive scale during the fourth plan period.

There has been today tremendous increase in the number of institutions imparting to education and thus is great increase in the intake capacity of teacher education.

Himachal Pradesh has allocated 18.2% of its expenditure on education in 2019-20. This is higher than the average expenditure allocated to education by 26 other states (15.9%) (Using 2018-19 BE).

So, It is rightly said:

The most admired teacher
Would be caring kind and
Smart she'd always have her students.
Best interest in her heart
She'd help us love to learn
The lessons would be clear.
She'd motivate with praise,
And always be sincere
She'd be upbeat and supportive and a grate
Role model too.
She'd be the perfect teacher.
She'd be just like you!

Conclusion

Quality of a nation depends upon the quality of citizen. The quality of citizen depends upon quality of education and quality of education depends more upon quality of their teacher. Teacher education is a significant investment. Trained teachers differ significantly from untrained teachers in respect of their cooperative attitude moral character.

Education enriches a society. Teachers education enriches it more in the sense that the qualitative improvement of society depends primarily on qualitative teacher and teaching. Teacher education implies the application to the student teacher of the same process of education as he would apply to his pupils later on.

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