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EMERGENCE OF TEACHER TRAINING INSTITUTIONS (B.ED) IN SOCIETY



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ABSTRACT

No Formal Education can deny the soul importance of teachers and in present techno-centric scenario of education; any teacher can hardly overlook the aspect the Teacher-Education. Hence, the paper aims to focus the emergence of Teacher-Education in society. Secondary data sources have been used to blossom the idea. The paper has its appeal to the educationists, teachers, and policy makers and to allied field.

KEYWORDS :teacher-education, behavioural objectives, pedagogy, and pedagogue.

RAISING THE ISSUES:

Evolution of human civilization has a long history since the time of immemorial. Explosion of population has transformed human society and society has been segmented into various spheres to accomplish its various functions. Outside of society, knowledge can not be obtained in proper way. Although in the primitive form of society, there was Informal Mode, but due to the evolutionary aspect of societal need, Formal Mode and Non-Formal Mode have also been emerged. So, the aspect of "Education" has become the living "Wikipedia" and people are using this as per their requirement and necessity. So, the three forms of Education such as Informal Mode, Formal Mode and Non-Formal Mode etc have correlated and juxtaposed. But it is note-worthy to mention that without the teachers, Formal Education can never be actualized. Student, teacher, curriculum and educational institution are those components which shape the entire notion of Education and Educating .As per the famous words of Kothari Commission (1964-66): The destiny of India is being shaped into her classrooms. Thus, in the classrooms, future citizens are preparing and the students are prepared mostly by the teachers only.

In Formal Education system, the need of Teacher can never be ignored as they are the architecture of present and future society. The question remains what should be the proposition of teaching and teachers. "Is the teacher born or made?"---this proposition has a wide controversy and yet to finalize. But, the notion of inclining that teaching must be the combination of 'arts and science' and it is now-a-days it is acknowledging that Teaching Profession must go through some filterization

process and only attaining of Graduation and Post-Graduation degree will not mere serve the requisite purpose of teaching as Graduation and Post-Graduation are only for academic fulfillment and it does not ensure in all respects about the skill development and learning aspect which only can be secured through the conduction of training. Teachers must not isolated after attaining the entry-level academic degree from diverse emerging changing of the peripheral ever changes of Education in wider perspective.

Teaching has shifted its paradigm from only art towards the combination of both “art and science” and it has become possible only by training of teachers. So, here comes the proposition, why training of teachers is needed. Teaching has its three main phases: ---Pre-teaching phase, Inter-teaching Phase and Post-teaching Phase. So, all these three phases are very crucial to make the act of “teaching”. Teacher Education refers to the policies and procedures designed to equip prospective faculty members with the skills and knowledge they require to perform their tasks effectively in the classroom and wider community.

RATIONALITY:

Teacher Education is the plat-form which orients the teachers to various approaches of pedagogy which is better known ‘the scientific art of teaching’. Teacher Education or Teacher Training programme is such programme which not only orients but also refreshes the previous knowledge to the existing one. In Teacher Training programmes, there remain two sorts of candidates: in-service candidates who are already in teaching and pre-service candidates who have the futuristic probability to join the profession named “Teaching.”. Teacher Education or Teacher Training programme has wider perspectives which include theoretical aspects and practical aspects. Theoretical aspects include various psychological bases, philosophical bases, sociological bases along with educational management and administration and measurement and evaluation significantly. Besides, various methods and methodologies, tools construction and standardization, approaches, maxims, principles of teaching etc too are component of Teacher Education programmer. Besides, practical aspect includes construction of lesson-plan, simulated teaching, and internship programme in school for a certain period of time etc.

NEED OF TRAINING FOR TEACHERS:

(1) Every Teacher is a student: --- Education is a life-long process. The teacher should continue to learn throughout his life. As a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. No man or woman should decide to teach unless he or she is determined to learn, because the teacher must be a student in his/her life.

(2) Life-long Education: --- By giving a new concept of life-long education every individual must be in a position to keep learning throughout his/her life, the idea of life-long education is the key-stone of the learning society.

(3) Professional Growth :--- In-Service and Pre-Service Training is essential for the professional growth of the teacher who needs to renovate his/her experience, refresh his/her knowledge, develop a wider outlook, benefit by the experiences of others, acquire new information and hence reorient ate himself/herself and for those who want to take “Teaching” as Profession.

OBJECTIVES OF TEACHER TRAINING:

**The student teacher understands the central concepts, tools of inquiry, and structures of the

disciplines and can create learning experiences that make these aspects of subject matter meaningful.

**The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts

**The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences

**The student teacher develops self-identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his/her choices and actions

**To possess competence to teach subjects of his/her specialization on the basis of accepted principle of learning and teaching in the context of the new school curriculum.

**To understand the role of school and the teachers in changing the society etc.

CURRICULUM:

Generally, Teacher Education curricula can be broken down into four major areas:

Foundational knowledge in Education-related aspects of Philosophy, Educational History, Educational Sociology, Educational Psychology etc.

Skills in assessing student learning, using technology and other things to improve teaching and learning, to support students as well for the students with special needs.

Methods knowledge and skills—often also including ways of teaching and assessing specific school subjects

Practice at simulated classroom environment and real classroom teaching or at some other form of educational practice—usually supervised and supported and Micro-Teaching Session along Practice Teaching Session in School are the best examples of it.

SYNTHESIS:

In Practice –Teaching, the students of B.Ed receive the opportunity to synthesize the three major domains of Education:

Student Teaching objective as per Cognitive Domain:-The student- teacher acquires knowledge and will understand of the instructional planning, instructional preparation, instructional evaluation and the prospective teacher applies the knowledge to new known and unknown teaching-learning situations.

Student Objective as per Affective Domain:-The student- teacher develops interest, motivation, attention, and ethics etc which are directly and indirectly related to teaching profession.

Student Objective as per Psychomotor Domain:-The student- teacher will use and rectify skills and techniques for maximization of learning from student-centric approach.

CONCLUSION:

There are many educational institutions which offer B.Ed Programme and there is slight differentiation in theory related papers, conduction of teaching practical procedure, Seasonal Assessment mode etc. But, in theoretical papers, the student-teachers learn a lots of things especially various philosophical aspects of education, various psychological aspects of education. The student-

teachers also learn about school management simpler way, they also learn about various methods of evaluation more systematically and also learn others aspects of teaching also through- out the course by both theoretical papers and practical papers. Knowing behavioural objectives and to select them, selection of the content, organizing of the content, selection of teaching aids, introducing the lesson, skill of questioning, skill of blackboard work, stimulus variation, silence and non-verbal clues, reinforcement, managing the class, planned repetition, giving assignment, evaluating student's progress, diagnosing the student's difficulties in learning and taking remedial measures etc. As Teachers are called "Social Engineers" so Teachers play a very significant role in the world and by Teacher-Training can make "Teaching" as the combination of both "Art and Science" and it would be only possible when the teachers would be able to utilize their skill in an advanced way.

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