



Teacher Education: Nature, Structure & Types

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ABSTRACT *Teacher education is the most important and often neglected field of education. This is particularly true in India where the general pattern of education is the same which was introduced by Britishers. Education, today, is still a means to get a job and not an all round development. In this article, meaning, nature, structure and different types of Teacher Education has been explored.*

KEYWORDS

Teacher Education, Nature, Structure, Types

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.

Nature of Teacher Education:

1) Teacher education is a continuous process and its pre-service and in-service components are complementary to each other. According to the International Encyclopaedia of Teaching and Teacher education (1987), —Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.

2) Teacher education is based on the theory that —Teachers are made, not born || in contrary to the assumption, —Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called —tricks of the trade.

3) Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz adult education and non-formal education programmes, literacy and development activities of the society.

4) It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.

5) The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.

6) As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to

the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct gestalt 'emerging from the conceptual blending', making it sufficiently specified.

7) Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

8) It is a system that involves an interdependence of its Inputs, Processes and Outputs.

Structure of Teacher Education Programmes:

Literally, structure means design of building, construction, arrangement of parts or particles in a substance, organization, or organic form. The structure of teacher education means the logical arrangement of the units or components of teacher education which includes teaching skills, perpetuates objectives related to individual as well as social development, and generates teaching culture. Teacher education encompasses teaching skills, teaching objectives and teaching culture.

Teacher Education = Teaching Skills + Teaching Objectives + Teaching Culture

Teaching skills are related to the art of teaching, which includes various teaching strategies methodologies and techniques.

Teaching Objectives are related to teaching goals in conformity with national goals and values. These include various types of courses which serve as the means to attain the ends.

Teaching Culture is related to social and logical values. It includes the modification of behaviour, development of human qualities and enrichment of social and ideological norms in a right direction.

Types of Teacher Education Programmes:

At different levels there are specific methods and strategies for class room transaction; there is no uniformity in the teacher education programmes in India. The programmes widely vary in content and process from one state to another state. Following are the major types of teacher education programmes:

1. Pre- Primary Teacher Education: This includes courses are of various types i.e. Montessori, Kindergarten, Nursery, Pre-basic etc. Minimum qualification for admission to this course is higher secondary while the duration of the course is one year. Many institutes impart training for two years. It is a certificate or diploma

course conducted by state government.

2. Primary Teacher Education: This course lasts for two years and the minimum qualification for entrance is matriculation. At present higher secondary has been as the minimum qualification for entrance.

3. Secondary Teacher Education: Training colleges trained graduate teachers for secondary or higher secondary classes. It is now two years course with an emphasis on principles and Methodology of Teaching leading to B.Ed. degree. The minimum qualification for entrance is graduation.

4. Higher Education: Higher education courses in education are of four types:

1. Two-Year M.Ed. Course: It is open to those who have passed B.Ed. examination creditably. Candidates having Master's degree in Arts or Science with M.Ed. qualification are eligible for the appointment of assistant professor in training schools and colleges as well as for various administrative posts in SCERT's, NIE's and NCERT.

2. Two- year M.A. in Education: It is open to graduates and is equivalent to M.Ed in many respects. Today 'Education' has been developed as a discipline of knowledge like Economics or History. M.Ed. is the applied side of Education, while M.A. (Education) is basic or pure side of the education.

3. Three- year Ph.D. course after M.Ed. / M.A. (Education): Several Universities in India confirm Ph.D. in Education open to those who have passed M.Ed. or M.A. in Education in second division.

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