NEW TRENDS IN TEACHER EDUCATION

As a result of the rapid and profound changes taking place in the world, changes in education are inevitable. These changes are perceptible in the aims and contents of education as well as in organization and administration. 'Whereas education was formerly concerned with one part of a child - his brain - now it is concerned with the whole child, body, mind and spirit and not only with the child as an individual but the child in relation to society in which he is born and brought up and of which he will shortly become a full and - it is hoped - a creative member.'

This new concept of education has its impact on the nature, function and importance of the professional preparation of the teacher. 'The qualities which make for success in teaching are to some extent innate, or so firmly fixed in the early years to be almost unchangeable, but given the endowment which the great proportion of students have, who are at present in our training colleges, success depends very much on knowledge and technical skill, both of which can be

acquired. The importance of knowledge is generally understood, but there is less unanimity about the importance of technical skill.\footnote{2}

Training is defined as a 'process of helping others to acquire skill and knowledge without reference to any great meaning for the individuals learning to perform the skills or to verbatize the knowledge, those being performed at the instance of conditioned course'.\footnote{3} This definition of training does not meet the requirements of a teacher training programme in its new outlook. The concept of teacher training is much wider than this. It includes all aspects of human development. 'Teaching in the accepted sense, is but a small part of the modern teacher's task.'\footnote{4}

In the broadest sense, 'teacher education refers to the total of educative experiences which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by an educational institution for the announced purposes of preparing persons for teaching and other educational service and for contribution to their growth in competency for such service.

\footnote{2}{Hill, J. C.: Teacher in Training, p.11, University of London Press.}
\footnote{3}{Dictionary of Education: C.V. Good, Mc. Draw Hill Book Corpn. 1959.}
\footnote{4}{Encyclopaedia of Educational Research, Monroe, S., p.1347.}
Such teacher education programmes are offered in teachers colleges and normal schools and colleges and universities. In another place teacher education has been defined as 'all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession or to discharge his responsibilities more effectively.'

There is, therefore, a tendency all over the world to replace the term 'teacher training' by 'teacher education' particularly at the secondary level. The opinion that a graduate teacher is expected not only to acquire skills in 'teaching' but also an insight into the overall process of 'education' has now been accepted. The degree awarded at the end of the secondary training course is now called 'Bachelor of Education' instead of 'bachelor of teaching' in many universities. Many of the new training colleges are called 'Colleges of Education' instead of 'training colleges'.

Teacher education now includes every aspect of the student-teacher's personality. 'We may define teacher education as such institutionalised educational procedures that are aimed at the purposeful organized preparation or further

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education of teachers who are engaged directly or indirectly in educational activity as their life work. This concept of teacher education does not exclude members of other professions who prepare for teaching as secondary, supplementary activity.\textsuperscript{7}

Teacher education has now been influenced by certain social and educational factors which have not yet been fully defined. 'Although the necessity and continuity of education are furthered by the growth of knowledge and the development of society and culture, teacher education may be regarded as one of the pre-requisites for the promotion and continuation to more purposeful and better planned education. The practical and theoretical problems of all fields of education are centred in teacher education. Consequently, the system of teacher education determines to a great extent the character of an educational system.'\textsuperscript{3}

These views are in conformity with the views expressed by other competent authorities in teacher education. The Committee of Teacher Education of the American Council of Education, \textit{1944}, clearly indicates in the following paragraph the inevitable changes which have already taken place in the progressive countries of the world.

\begin{quote}
8. Ibid.
\end{quote}
'We live in a revolutionary period of History. All our values, all our ways of existence are being challenged. Upon the choice we and our children make a fateful future hangs. How can we equip those children to choose wisely, and then to act with effective intelligence? It is evident that we be clear as to our basic values, and that we must understand the social facts of our time. Then we must obtain schools in which our children can learn those values, to deal with these facts. But if this is to be done, teachers who can create such schools must be produced. This is the task of Teacher Education.'

M. L. Jacks in his book 'Education as a Social Factor' expresses similar views. 'We must make provision, we must educate our citizens, for an age which will be changing all the time, and changing at an ever-increasing pace. The best citizen will be the man who can best meet the demands of change. ... we live in an age in which the opinion of to-day becomes the prejudice of tomorrow, and there is no one more slow to detect a prejudice than the victim of it. The best protection against that particular danger is a Socratic outlook on life. It is that Socrates that it must be the aim of education to bring to life, so that we may send out from our schools men and women who will not fall ready victims to press slogans, advertiser's lies, and broadcast ideas, but will be intelligent questioners not only of their own 'stock notions and habits'
but also of stock notions and habits of others, and of those notions to which every day will give birth and those new habits which every day will threaten to establish. These all must be brought to the bar of judgement; there will be a great host of them crowding into the court and the judgement must be ready to 'receive them and capable of passing the right verdict on them. It is our business to train that judgement at school, for only so shall we train citizens and not automata for tomorrow, for the world that is to be, and not for the world that is or was'.

The aim of teacher education is the formation of an educated and cultured person concerned with education. This is not merely a question of professional training in the technical sense of the word. The professional education of a teacher should have a professional status similar to that of the education of doctors, lawyers, economists and engineers etc. It must be admitted that teacher education has not attained a stage of development equal to the preparation for these professions. It can be said that teacher education is one of the least crystallized parts of the educational system, a part which is far from having found its firm place in the complicated structure of modern society. For these reasons the field of teacher education deserves the intensive and constant attention of educational experts.

10. Ibid., p. 8.
Several factors influence the growth of teacher education to-day. These are:

1. The structure of education: The structure of education of a country, the types of schools and their relationship determine to a large extent the internal organization of the institutions of teacher education, their objectives and curriculum. The important question in this respect is whether teacher education is a part of secondary or higher education and what should be its relationship with the universities. It is necessary to regard teacher education as a part of the higher educational system of a country. The Kothari Commission rightly points out that "training institutions for primary and secondary teachers have remained isolated from the main stream of the academic life of the university, as well as from the daily problems of the schools. The quality of teacher training institutions remains, with a few exceptions, either mediocre or poor. Competent staff are not attracted, vitality and realism are lacking in the curriculum and programme of work which continue to be largely traditional; and set patterns and rigid techniques are followed in practice teaching; with a disregard for present-day needs and objectives". 11

2. The theory of education: The development of educational theory as a result of the application of Psychology to Education should form the basis for modern development in aims, contents and organization and administration of teacher education at all levels.

3. Teaching as a profession: Teaching has attained the status of a profession because it has now all the characteristics of a profession which may be classified as follows:

   A. A relatively long period of specialized training;
   B. Specialized knowledge and skill preserved in technical language;
   C. Life membership;
   D. Effective organization;
   E. Practice based on ethical principles and the ideals of service.

4. The concept of culture and general education: The rapid growth of knowledge in the natural and social sciences, the appearance of mass culture and leisure and the endeavours to democratize education, and man's new place in the modern world, are doing away with earlier notions of the educational needs for adult life. Within the framework of these circumstances literacy must be recognised as indispensable, not merely as an economic-political
factor, but one also of cultural, philosophical and anthropological importance. The objectives, content, organization and methods of teacher education are directly determined by these factors." 12

The importance which is being given to general education to-day, has left its mark on teacher education. It is, therefore, necessary to devote special study to the preparation of teachers in relation to general education, because the adaptation of education to new social and cultural conditions is now a matter of great social concern. "His professional training apart, the teacher must maintain, for his own personal development, a certain intellectual level and contact with scientific and cultural developments. The importance of these qualities is particularly great if we do not consider education merely an impersonal process for the transmission of knowledge, but rather an encounter and dialogue between human beings and if we attribute the success of education to individual factors in inter-human relations". 13


13. Ibid., p.9
OBJECTIVES OF TEACHER EDUCATION

The aims and objectives of teacher education are closely related to the ideals of education. It was believed in the past that those who have acquired knowledge need no particular skill to transmit it. It follows, therefore, those who know, have the capacity to teach others. During the recent years a strict application of this theory was proved impossible. It is now admitted by all that a certain degree of professional training in the techniques for transmitting knowledge to others are essential qualifications for a teacher. Teaching has two aspects - the artistic aspect and the scientific aspect. Without any training a teacher may teach well, but with training he will do still better if he can learn the scientific aspect of teaching which includes the skill of handling various teaching aids, art of questioning and treatment of answers, class management etc.

On the basis of this, there has been a tendency now to classify teacher personalities into two types - the logotrophic type and the paidotrophic type according to whether a teacher is more concerned both personally and in the performance of his work with the subject matter he teaches (logos) or with the child (Pais). Teacher education should try to have a compromise towards achieving a combination of both.
'If we consider the purpose of education to be of service to society, economy, the State, culture, science or even values beyond the world of human experience, we regard the teacher as the performer and representative of tasks imposed externally on education and the school'. 14 In these circumstances education is understood to be a part of social forces and moral values. The more it is linked with society, culture and values, the better it is adapted to changes within these spheres and the more intensively children and youth integrate with society, adopting the values of their time.

What are the objectives of teacher education in these circumstances? "The ethos of the teaching profession lies in identification of certain values and goals for which a teacher becomes a more or less critical bearer or even instrument. Such teachers instil certain social, political, economic, cultural, scientific, or religious aims". 15 The preparation and selection for the teaching profession based on this social concept are designed to produce a teacher-public worker who carries out his duties to young people in the school, and also towards adults in the communities. A teacher takes part in the social, political and economic activities of his community and this participation influences his work in the school. Teacher education is thus focused on the teacher's association in

15. Ibid., p.19.
contemporary social activities, enabling him to participate in them, while his actual work is more or less derived from this wider participation.

There is another view of teacher education. This view emerges from a naturalistic and negativistic concept of education according to which the children, their natural, individual and intellectual development should govern the teacher's responsibility and education. The responsibility of the teacher is determined entirely by the needs of the individual child and consequently teacher education is centred on a thorough knowledge of the child, his environment, difficulties and development. This objective of teacher education was generated by the pedagogical reform movements and progressive education which gave priority to Psychology, study of the child and his mental and physical development, Mental Hygiene, Psychological and Pedagogical aims, the psychological aspects of school curriculum, and the methods of individual instruction.

Dr Jiri Kotasek, Deputy Director of Teacher Education of the Institute of Charles University, Prague summarises the objectives of teacher education as follows:

Teacher education understood in this way prepares teachers to accept personal responsibility for the social education of young people and for the creation of conditions for the development of their individual interests and needs. It also
furthers the continuous modernization of teaching methods in a direction corresponding to the child and his world; equal educational opportunities for all and consideration for individual talent. The professional component of teacher preparation seeks a synthesis between philosophical, sociological and political education, and psychological and methodical preparation; its other components include education in sciences and arts that is not only a summary of information about the world but also an understanding of the human and historical importance of the advance of scientific knowledge. This concept of teacher education creates the best pre-conditions for professionalization with due regard for subject matter and pedagogical components and for the education of teacher personalities, who in the course of their work consciously apply scientific principles.

In many countries of the world teacher-training institutions for the primary and secondary schools are different from each other. The current trend is to provide teacher education for all teachers in university-level institutions. The Expert Committee of the United Nations Educational, Scientific and Cultural Organization appointed in 1967, however, feels that pedagogical institutions, independent of the universities, are often better able to meet the special needs of developing countries, in particular, by adapting teacher education programmes to the immediate social, economic and technological needs of these societies as they develop and to particular environments.
... There was a need for separate higher pedagogical institutes to develop broad cultural courses along with professional ones, and in the long run such institutions would become almost indistinguishable from universities.

It may be pointed out here that when teacher education becomes a responsibility of a University, this may encourage pedagogical studies which contribute to the personal as well as the professional development of students but this may lead to undue academic emphasis on the cultural subjects in the programme of teacher education institutions, and also have an adverse effect on the curriculum of the school. It is, therefore, believed that an interdisciplinary approach is fundamental to teacher education curriculum. Where the professional part of teachers' studies are carried out in separate courses, such courses should involve members of other faculties, indeed there should be a two-way traffic between education and other faculties. There should be no separation, but close cooperation should be maintained between the faculty of education and other faculties.

The Education Commission also expresses similar views on this problem. 'Our first suggestion' the Commission states, 'is that Education should be brought into the main stream of the academic life of the universities. In India, the general trend is to identify education with pedagogy. It has been
taught mostly in training institutions and is studied only by those who decide to enter the teaching profession, after such a decision has been made. In the educationally advanced countries however, education has developed considerably as a social science and a separate academic discipline. The realisation that education is an instrument of change — social, political and economic — is having far-reaching implications, not only for education for intellectual discipline of great scientific and philosophical import, but for other disciplines as well.16

In another place, the Education Commission recommends that 'in each selected university, a Department or Institute or preferably a School of Education should be established to develop research and training programmes in collaboration with other disciplines. ... A practice should be adopted of appointing eminent professors in different disciplines as part-time professors in the schools of education to explain new developments in their fields and the manner in which they will affect education at the school stage. Apart from the intrinsic value of such contacts for improving professional education itself, this measure will incidentally help in raising the status of professional education and in interesting leading intellectuals in school education'.17

17. Ibid., p.69.
There is now a closer collaboration between teacher education institutions and schools, the schools providing practical training for prospective teachers and the teacher education institutions introducing modern ideas on curriculum and methods. The isolation of our training institutions from the schools is a serious weakness in our training programme. 'To break down the isolation from schools, every training institution should be required to guide neighbourhood schools and their staff in planning their work and in using improved methods of teaching. Such extension work is needed as much for the improvement of schools as for the improvement of the training programme itself. We, therefore, recommend that an extension department should be established in each training institution - pre-primary, primary or secondary - and should be regarded as an essential part of the programme and the responsibility of the training institution as a whole'.

THE CURRICULUM

The curriculum of the teacher education institutions has undergone tremendous changes during the recent years in the advanced countries of the world. A set pattern for the curriculum has already been reached which includes:

1. General Studies.

2. Study of the main elements of philosophy, sociology as applied to education, comparative education, experimental pedagogy, school administration and methods of teaching various subjects.

3. Studies related to the students' intended field of teaching.

4. Practice in teaching and in conducting extra-curricular activities.

The great advances being made in human knowledge are now being accompanied by attempts to modernize school curriculum. Programme of teacher education must keep pace with these changes.

General Studies: Teachers should have a broad basis of general studies in their education, although the standard of such studies will vary as between primary and secondary teachers and to some extent also with local circumstances. All teachers require some grounding in the major fields of human inquiry and knowledge and in the cultural values, social conditions and philosophy and aspirations of their society. The importance of scientific knowledge and of scientific ways of thinking are of paramount importance and all teachers should be able to understand and appreciate the methods and values of science and its potentialities for human betterment.
Similarly, health education should be an important part of the curriculum of schools and the teachers should be properly prepared for it. Health education should include such matters as nutrition, mental health, common diseases and their preventive measures, child care etc. "Teacher education programmes have now also to take into account modern views of the fundamental ways in which human beings experience the world, respond to it and communicate with one another. One of the most significant developments has been the realization of the fundamental role of the arts and music in human development and civilization". 19

In order to prepare pupils for life in a world community made up of interdependent peoples and nations, it is necessary to bring the knowledge and the point of view of both natural and social sciences to the aim of the teachers everywhere in their efforts to combat racial prejudices and to promote international understanding and co-operation.

Major Academic Studies: In the field of secondary teacher education a specialized study of one or more subjects is a universal feature. These subjects are studied by intending teachers for their personal and cultural values as well as with a view to teaching them.

Professional Studies: A relatively recent feature of the development of teacher education programmes is the growing importance attached to professional studies in history, philosophy, sociology and psychology as applied to education. Developments in these fields of knowledge are tending to make such course more and more specialized. Students should be actively involved in procedures of inquiry through which they can develop concepts and skills directly related to their practical needs.\(^\text{20}\)

Practical Experience: In a programme of teacher education, there is an integration of theoretical studies with practical experience of teaching. Students should get sufficient opportunities to observe children and teachers in action and to enable them gradually to take responsibility for teaching programmes and to function as members of the staff of the school. Students should be brought into contact with experienced teachers of proven competence.

Research in Teacher Education

Research can contribute to a great extent in the solution of some of the major problems concerning teacher education. Research is needed to assist in the solution of short-term problems concerning utilization of manpower in the most effective

way, using the new techniques in terms of curricula and methods and so on.

"While teaching and research in education must necessarily be distinguished from one another, they are nevertheless subtly interdependent. The modern conception of teaching is one which is infused with the spirit of inquiry, in which there is sensitivity to and appreciation of the ways in which new knowledge comes into being - because for the child all knowledge is new. An introduction to the methods and spirit of inquiry is therefore an essential part of teacher education. At this level, inquiry must grow out of the personal and professional interests of individual teachers, and under skilled guidance they should engage in simple forms of investigation. For some this should lead on to disciplined apprenticeship in research methods and eventually to independent research." 21