

Teacher Education and Teacher Training: Bridging the Gap

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ABSTRACT

Education emphasized the activities which aim at developing the knowledge and moral values required in all walks of life rather than knowledge and skill relating to only a limited field of activities. Education is process of developing integrated personality. On the other side training emphasizes on development of specific knowledge, attitude, skill and behavior patterns which an individual requires to perform a job adequately. These behavior patterns differ from job to job. If we train a teacher we develop those skills which are needed for him to be a good teacher. In this paper presenter has tried to bring balance between the teacher education and teacher training. It has been observed that B.Ed. colleges nowadays pay more attention to training part. Less activities or programmes are conducted to inculcate values and wisdom.

Key words: Teacher Education, Teacher Training.

Introduction

While the term “training has very limited scope ‘education’ is a very broad term. Bruner in ‘instructional Technology’ has defined the term as ‘**knowledge consists of facts, concepts, terms principles, theories, generalization etc, which are useful for a teacher**’.

Components of Training

Attitudes are emotionalized mental state towards his job. Involves feeling about something and this feeling aspect is very important. The favorable attitude is very necessary in order to succeed in the job. Favorable attitudes make better performance. A teacher with favorable attitude can force his students to learn more. Teacher must have positive healthy and favorable attitude towards his job, his students, society and other related components of job: only then he can succeed in his job otherwise not. Skills are specific behaviors or activities which an individual requires to do a particular job or task. It refers to the doing part of the human. The manner in which he has to do the work is skill, as- skill of questioning, skill of illustrating, demonstrating,

etc. Behavior patterns are style of functioning or working and style of functioning differs from job to job.

Education

All kinds of activities which aim at develop the knowledge, moral values and understanding required in the work of life constitute what we mean by education. The purpose of education is to develop well informed, well intensive and well equipped citizen of the society. And the purpose of education is to develop the human being not an individual alone. There are qualities of general nature as the sense, that are needed by everyone in respect of the job he is engaged in. there are qualities required by everyone to live a good life, well adjusted and harmonious life. These all qualities are developed by education.

Education emphasizes general, important and refinement in behavior, development of a personality, development of a person who has interest in wider aspect of his environment .education emphasizes development to knowledge

understanding values and behaviors which are required in all works of life.

Difference between Training and Education

Ford (1990) in his book ‘psychological instructional technology in training, Research and Education’ published by university of Pittsburg has pointed out that a distinction can be made in training and education on the basis of two criteria:

- The degree of specificity of objectives
- Minimizing Vs. Maximizing individual differences

Differences	Training	Education
<ul style="list-style-type: none"> • Differences in emphasis 	Development of specific knowledge, attitude, skills, and behavior pattern	Activities which aim at developing the knowledge and moral values
<ul style="list-style-type: none"> • Differences in purpose 	To bring excellence in specific job, to perform task fairly	To develop understanding of traditions and ideas influencing the society

Need For Training in teaching

Training is essential for every teacher. Trained teachers can do much more than untrained teachers. There may be so many reasons for that why they do not perform their work effectively. Demand of job/profession, the objective and expectation from a teacher certify the existence of teacher training. The have mastery over subject matter and to communicate this to students are quite different. the information effectively Many skills are needed to communicate e.g. skill of questioning illustrating, demonstrating and explaining, etc, other skills which may be required are skill of arranging and logically sequencing the

subject-matter. Teaching is not confined to tell or to impart knowledge of subject-matter to others but in wider perspective teaching aims at of around development of personality of child. But there are the things to be taught to the teachers, e.g., what are his responsibilities and duties, etc. these things or skills or attitudes can only be developed through systematic training. There is not only the knowledge of these things which are essential for a teacher unless a person has a positive attitude towards students and his job. Attitudes are learnt through experiences. In training programme many pleasant experiences are provided to student teachers by which he can develop favorable attitude towards himself, his job and his students.

The skill requires more practice. Many specific skills have been identified which are to be developed in teacher trainees and these can only be developed by systematic programme of teacher training. So theoretically need for training the teachers have some rational the technical knowledge and skill can be developed in the teacher through the training. Therefore, the training is necessary for all types of teachers.

Need for education of teachers

Hereunder we discuss the general professional need for education of teachers while all the teachers should be trained, but there should not be and also cannot be a specific training of teachers. Even the born teachers have to study the techniques of teaching craft. There are teachers who have acquired enormous success in teaching through training and experiences. Much wastage in teaching effort can be saved if the prospective teacher is subjected to teacher-education situations conducive for actualization of potential in him(Jangira,1979).

A good deal of waste in teacher’s efforts might be avoided by training. But a teacher is not a teaching craftsman. He has to help his students to develop certain personality traits and also realize desirable values. In past, the training of teachers was born out of the necessity to bring up a ‘literate’ generation and to accomplish this task.

The teachers were helped specialized professional approach. Today, the need is to bring out a ‘sophisticated and cultured’ generation.

The school of today laid emphasis on an integrated and balanced personality of the teacher as whole man. The teacher of today must be the teacher of a whole man. He can never be this unless he is himself a complete man. We teach more by our actions than by our preaching.

Training cannot be a matter of teaching professional tricks. A narrow vocationalism is wholly out of tune with modern educational thought. It is antipathetic to those generous sympathies and that consciousness of being one member in a self education community, generally demanded from teachers.

The new teacher will have to integrate the skills of teaching with his life style and also to help the students to develop not only intellectually but also emotionally. Teachers are a section of community sharply segregated from the rest preparing themselves for their life’s work in institutions for developing human attributes. The teacher education system as it exists today fails to educate the human beings. The trained teacher is too often and untrained human being (Heverly,1994).

Our aim must be the education of the right human beings for work in our schools. The era of the training of teachers is past; we are concerned with the education of the educators. With proper type of education to the prospective teacher, he will be in a more favorable position to correlate his knowledge with his experience, to see life steadily and to see it as a whole. The only means of strengthening one’s intellect is to let the mind be a thoroughfare for all thoughts, not a selected party. Form this open-mindedness, sympathy tolerance; intellectual adaptability and width of interest will develop the attributes essential for successful living and dealing with children.

But all this requires a comprehensive philosophy of life and education, a map by which the future teacher may observe himself in relation

to other teachers as well as other human beings activities. During his training course he must be given time and opportunity to think about education because he will have little time for it after completing his training as he will be engaged in the all absorbing tasks of the classroom and the common life.

Therefore, the prospective teacher must be offered opportunities to associate with the best minds and to develop a disciplined intellect as well as the quality of appreciation of culture in its various forms. He will have an emotional life developed to a fine sensitivity but held in strict control.

Today’s teacher needs a philosophy primarily concerned with human beings to interact with each other. Humanistic programme for teacher education, seeks to develop a human teacher possessing such qualities as spontaneity, acceptance, creativity and self-actualization. It would be give an opportunity to the prospective teacher to relate theory to practice, to search for greater personal understanding of him and for the learning processes of children. It would help him to develop compassion for weakness in individuals and sensitivity for the needs of human beings. It will make a teacher who knows how to help children to realize their potential. This humanistic approach to teacher education will produce teachers able to exalt the continued process of education of human potential in our schools.

Present situation

It has been observed through the researches that B.Ed. colleges have become very mechanical. Every year they deal student with the same time table and same activities like;

- Beginning with micro teaching
- Everyday three compulsory papers
- Two method period
- Everyday lesson guidance
- On some special days activity or programmes

- Future teacher take part in various activity like, drama, sing song completion, to celebrate festivals etc.,

General observation during practice teaching

- Artificial reinforcement
- Information based questions
- Poor content
- Aimless teaching
- Problems of class discipline
- Age old one way of teaching content
- No scope for innovation
- Lack of resources and reference material at colleges
- Typical working style of lecturers

Actually whole universe of the teachers in the country is divided into two groups:

- 1. training does not make a person more effective**
- 2. Who have great faith in training; say if training has not produced effective teachers perhaps it might be due to several other reasons. If training is organized it must produce effective teachers. They organized seminars on different universities on teacher-education.**

A good deal of waste in teaching-efforts is avoided by training. It is a further reason that a teacher might be trained. But a teacher is not a teaching craftsman. He has to help his students to develop certain personality traits and also to realize desirable values. This means there should not be specific training of teachers. An area of the training is past. It was born out of the necessity to bring up a literate generation and to accomplish this task. The teachers were helped to develop a narrow technique and a, highly specialized professional approach. Today, the need is to bring out a 'sophisticated' and cultured generation and to accomplish this task a new type of men and

women are demanded. The trainee teacher' is out of date. Training is commonly associated with adhoc preparation for an absolute content or with teaching tricks for animal or with a narrow vocationally.

The schools of today generally lay emphasis on an integrated and balanced personality of the teacher as a whole man. The teacher of today must be the teacher of a whole man, and he can never be this unless he himself is a complete man. We teach more by our actions than by our preaching.

Training cannot be a matter of teaching professional tricks, and the student who comes to the training institution should try his best to learn these tricks. A narrow vocationalism is wholly out of tune with modern educational thought, and it is antipathetic to those generous sympathies and that consciousness of being one member in a self education community which is generally demanded from teachers (Bean & Zulich,1989).

Many teachers training institutions are producing humanly illiterate teacher who are not able to cope us with the aspirations of rising generation of youth who will be required to meet the human encounters. The new teacher will have to integrate the skills of teaching with his life style and also to help the students to develop not only intellectually but also emotionally.

Teachers are section of community sharply segregated form the rest of the community preparing themselves for their life's work in institutions where their fellow students will be preparing themselves for developing human attributes. They have little opportunity and less encouragement to share in the enjoyment of things by which a man lives. The teacher-education system as it exists today may succeed in the training of teachers, but it has entirely failed to educate the human beings. This is what we have tended to do. The trained teacher has been too often the untrained human being. This process, therefore, must be reversed. Our aim must be the education of the right human beings for work in our schools. If we can succeed In this,

the trained teachers will follow. An era of the training of teachers is past; our concern 'today' is with the education of the teachers (Bari & Rokosz, 1988).

Then, who is the human being that we need? His chief characteristics, if there is anything in him, must be wholeness of personality, mind and wholeness of experience. With proper type of education to the prospective teacher, he will be in a more favorable position to correlate his knowledge with experience, to see life steadily and to see it as a whole. His mature study of child's growth process will strengthen his intellect. The only means of strengthening one's intellect Keats has said is to let the mind be open-mindedness, sympathy, tolerance, intellectual adaptability and that width of interest will spring the attributes which are essential for successful living and to deal with children. But all this requires a comprehensive goal to deal with. This implies a philosophy of life and education, a map by which the future teacher may see himself in relation to other teachers as well as other human beings and activities. It means that he must think about education because he will have little time to think about education after completing his training. After the completion of his teacher education course, he will be engaged in the all-absorbing tasks of the classroom and the common life.

Some suggestions

Professional education should focus on the person as an individual who is in practice and seek to broaden his human that is his mental, moral and emotional capacities. The teacher should have sound philosophies of education. He should have the knowledge of an adequate functioning of psychology. He should also have a dynamic sociological perspective.

The education which we want to provide to the teacher should be such which will be helpful in developing their inner capacity and power. Only such teachers will be capable in relating theoretical insight to practice and will be able to improve preparation programme. Besides

this they will be effective practitioners in their profession.

It tends to increase the ability of the teacher to deal with a range of individual differences. Many teachers presently believe that their job is to develop certain basic skills in a group of youngsters at a given level of achievement. This type of teacher is no longer useful for the school.

The teacher of tomorrow should be one who can design a teaching situation which is conducive for the growth of pupil's mental health and develops in them a commitment to a set of values that is creativity and enquiry skill.

Conclusion

Training is an integral part of education, we compare education with, circle training is then a segment of circle, in training, and practical activity is involved. Training helps an individual reach a set standard of behavior. There is always a set programme to be followed. Thus in the air force, training is given to make the individual an expert pilot. Training is given for car driving, scooter driving etc. in all these cases; some instructor is always there to give training. Now here one thing should be clear in our mind that teacher education is quite different and it has its own importance. It is not like to produce pilot or car driver. Through this programme we try to develop such a people who are going to create next generation of the country. So here presenter tries to draw our attention towards one thing that our B.Ed course should not become merely training provider. It should become education provider.

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Take the first step in faith. You don't have to see the whole staircase, just take the first step.

~ Dr. Martin Luther King Jr.