

**Course: Perspectives of Education (625)**  
**Semester: Spring, 2022**

**Assignment No. 2**

**Q.1 Current situation of elementary education demands for Education Emergency. Comment and give suggestions.**

The Islamic Republic of Pakistan is a culturally and linguistically diverse large South Asian country bordered by Afghanistan and Iran to the north and west, China to the northeast, India to the east and the Arabian Sea to the south. The Muslim-majority country was established in its current form after the partition of former British India into India and Pakistan in 1947, and the subsequent secession of Bangladesh, formerly known as East Pakistan, in 1971.

Currently the sixth most populous country in the world with 212 million people, Pakistan is characterized by one of the highest population growth rates worldwide outside of Africa. Even though the roughly 2 percent rate is now slowing, the country's population is estimated to reach 403 million by 2050 (UN median range projection). There are more young people in Pakistan today than at any point in its history, and it has one of the world's largest youth populations with 64 percent of Pakistanis now under the age of 30. Consider that Karachi is projected to become the third-largest city in the world with close to 32 million people by the middle of the century.

If Pakistan manages to educate and skill this surging youth population, it could harness a tremendous youth dividend that could help to fuel the country's economic growth and modernization. Failure to integrate the country's legions of youngsters into the education system and the labor market, on the other hand, could turn population growth into what the Washington Post called a "disaster in the making": "Putting catastrophic pressures on water and sanitation systems, swamping health and education services, and leaving tens of millions of people jobless"—trends that would almost inevitably lead to the further destabilization of Pakistan's already fragile political system.

Given the poor state of Pakistan's education system and its already rising youth unemployment rate, such fears are anything but unfounded. According to the Global Youth Development Index published by the Commonwealth, a measure which uses the domains of civic participation, education, employment and opportunity, health and well-being, and political participation to gauge the progress of young people, Pakistan ranked only 154th of 183 countries, trailing sub-Saharan African nations like Sierra Leone or Ethiopia.

Perhaps most strikingly, Pakistan has the highest number of out-of-school children worldwide after Nigeria: Approximately 22.7 million Pakistani children age five to 16—44 percent of this age group—did not participate in education in 2017.

This situation is exacerbated by striking inequalities based on sex and socioeconomic status. Gender disparities are rampant with boys outnumbering girls at every stage of education. According to Human Rights Watch, 32 percent of girls of elementary school age are out of school, compared with 21 percent of boys. By grade six, only 41 percent of girls participate in education, compared with 51 percent of boys. And by grade nine, merely 13 percent of young women are still enrolled in school.

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The causes of these gender disparities are numerous. They include safety concerns, particularly in rural areas where students have to walk to school and rape of young girls is sadly not uncommon, as well as child marriage and a culture that has historically undervalued the education of young women. Poverty also plays a major role. Families, particularly those in rural areas, often cannot afford the costs related to education. Here again the results are devastating, particularly for girls, who are frequently kept at home to cook and do housework so that both parents can work to keep the family afloat.

It's crucial to understand that huge socioeconomic disparities exist in Pakistan not only between rural and urban regions, but also between the country's diverse provinces. These disparities have a big impact on educational outcomes, including vast gaps in access to education and overall educational attainment. While literacy rates in cities like Lahore, Islamabad, and Karachi are close to 75 percent, for instance, these rates can be as low as 9 percent in the "tribal regions" of Baluchistan, Pakistan's largest and poorest province. Whereas 65 percent of fifth graders in Punjab province were able to read English sentences in 2018, only 34 percent of fifth graders in Baluchistan were able to do the same. The percentage of out-of-school children in the vast province with a small population spread over a large area—a fact that means that there isn't a school within walking distance for many students—stands at an alarming 70 percent. Conversely, in the urban and more affluent Islamabad Capital Territory, merely 12 percent of children are not in school.

Problems in Pakistani education are manifold. They range from dysfunctional and dilapidated school facilities that lack sanitation or electricity, to underqualified teaching staff, widespread corruption, and tens of thousands of "ghost teachers" that sap public payrolls by not showing up for work. While most of these problems are worse at the elementary level, where most of Pakistan's students are enrolled, they have ripple effects for the entire education system and depress enrollment rates at all levels. The gross enrollment rate (GER) in secondary education is as low as 43 percent before dropping down to 9 percent at the tertiary level—an extremely low percentage by global standards. To put these rates into regional perspective, the secondary GER in both India and Bangladesh is 73 percent, and as high as 98 percent in Sri Lanka (UNESCO statistics).

Crucially, Pakistan devotes comparatively few resources to education and trails regional countries like India or Nepal in education spending. In 2017, Pakistan spent only 2.9 percent of its GDP on education—far below the government's official target of 4 percent. Factors like declining economic growth rates, high levels of public debt, inflation, and budget shortfalls make it unlikely that this situation will improve in the near term and have, in fact, resulted in heavy-handed austerity in the education sector and elsewhere. It remains to be seen if the economic situation will improve in the future and whether Pakistan can defuse its "population bomb" with inclusive economic development.

#### **Q.2 Examine the role of QAED (previously DSD) with reference to material development and training.**

Quaid-e-Azam Academy for Educational Development (QAED) Punjab is a premium training institute for the professional development of education managers and teachers across the province. It is an attached entity of School Education Department (SED), Government of the Punjab. Dispensation of quality education in the

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public schools is the avowed aim of QAED. It comprises a team of dedicated, committed and enthusiastic individuals who work tirelessly to groom the educational personnel for the achievement of desired standards of education. It is pertinent to mention here that the dream of achieving 100% literacy will remain elusive unless the teachers are equipped with mandatory skills and techniques which make the classroom environment child-friendly and learner-centered. In order to make education accessible for each and every segment of society, QAED believes in equity and inclusiveness.

The **Quaid-e-Azam Academy for Educational Development (QAED)** is rendering valuable and meritorious services in the field of teachers' training since last 50 years. The institution was established with the name of Education Extension Centre (EEC) in the year 1959. Since its inception it is contributing positively in the progression of quality education in the Province by working as a change agent. The Government has facilitated teacher development by evolving a specific role for the QAED as an organization solely responsible for coordinating and ensuring teacher development in the province.

The **Quaid-e-Azam Academy for Educational Development (QAED)**, an ISO 9001-2015 certified organization, serves as an apex institution for in-service and pre-service training of public schools teachers, and one stop shop for capacity building needs of school teachers in Punjab, and furthering the National Education Policy by focusing on the professional development of public sector's teacher and equipping them with modern and innovative teaching techniques and methodologies by providing leadership and strategic planning to the sector. The **Quaid-e-Azam Academy for Educational Development (QAED)** as an apex organization is committed to develop the **pedagogical skills** and knowledge through a continuous process of **professional development of teachers in Punjab**.

- **The core objective** is to enhance the quality of learning at all levels of education by training and nurturing the teaching cadre both at QAED and simultaneously in the field.
- **In order to ensure accomplishment** of its laid down goals, apart from building a competent and devoted in house faculty, the QAED has developed close interaction with National and International organizations of like nature for qualitative deliverance of set goals.
- **The Quality Management System of the QAED** is based on International Standards which includes training and motivation of available Human Resource, monitoring and evaluation of all processes working for professional development of teachers and continuous enhancement of the standards.
- **QAED strives for continuous improvement** in all laid down processes by focusing on the satisfaction levels of its partners and stakeholders

**Providing high quality training**, follow-up and support to teachers, among other things, requires good trainers and master trainers. **Quality is central to the work QAED**, including training events. For a number of reasons the credibility and belief in the quality of training is extremely important for teachers, teacher educators,

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administrators, the public at large and the professional community itself. The quality will be assured through systematic evaluation of different aspects of the training.

**Proper quality assurance will allow the QAED** to demonstrate that the training has positive, tangible results. **QAED as a learning organization** as well as will benefit from the information that the quality assurance mechanisms generate. The key principle of quality assurance is that the main actors who are involved in the design and delivery of an activity are accountable for good performance.

**Organizing a training course** has many costs in term of the resource involved in the preparation and delivery, travel and accommodation a for participants and staff time away from the workplace. To justify these costs, **QAED management needs to ensure that training has made a difference in the performance of trainees**. It needs to be ensured that the participants have not only gained new knowledge, skills and attitudes from the training but also are able to do and put into practice the newly acquired competencies back on the job.

**Quality Assurance wing at QAED** is working to improve the standards of **quality** learning through various mechanisms and **Standard Operating Procedure (SOPs)**. These mechanisms and standards are applied in overall training activities of the **QAED** to ensure **better quality**. It may, however, be noted that **QA** wing of **QAED** has to work within the given policy framework of the **Government** or the **Programme Director**, as the case may be. **As far as Monitoring and Evaluation is concerned**, the **QA wing** constantly recommendations for improvement.

### **Q.3 Explain structure of elementary teacher education in Japan.**

In the world of knowledge based communities and speedy Globalisation, there is an increasing need of quality education system. Japanese education system has been emerged as a well developed and quality education provider.

Japan is basically a technological country, so the teaching methodology is a techno-nihilist form of education. The curriculum is designed in such a way that the children develop motor skills early on. While school is mandatory till the child reaches the secondary level, there are multiple systems with local variations to promote higher education. Vocational education is systematically planned to keep the students at par with the global standards.

The structure of education system in Japan includes preschool, primary, lower secondary, higher secondary and college/university. Admission to all levels of education requires passing of entrance exams. There are entrance exams for students entering preschool, primary, lower secondary, higher secondary, and colleges/universities. The most essential tests are those given for entrance to the higher secondary schools and the universities. Both public and private high schools in Japan require such tests and usually test the main five fields: Japanese, English, Mathematics, Science and Social Studies.

### **Pre-primary Education**

Pre-Primary Education is provided either through a kindergarten/play school, which is an educational institution, or through a day-care centre, which is a kind of well being institution as defined by the Child

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Welfare Law. These institutions are proposed to develop the cognitive skills of kids from age one to five and therefore, to prepare them for the six years of compulsory elementary level of education. Most of the schools providing pre-primary education are of private funding. Few public or government funded pre-primary schools are also there.

### **Primary Education (Elementary Education)**

Elementary education in Japan begins at the age of 6 and is mandatory for children to attend school for this period. Lower secondary education is the final stage of mandatory education and caters to students from 12 to 15 years of age.

Education in elementary school consisting grades one to six. Elementary teachers are usually responsible for all subjects, and classes remain in a single room for maximum activities. All the teachers and professors are very well prepared.

There are both private and public schools for elementary level of education. Almost 100% students from pre-primary schools go for elementary education.

### **Lower-Secondary Education (Junior High School)**

Lower-Secondary Education covers grades seven, eight, and nine- children from the ages of roughly twelve to fifteen--with special focus on academic studies.

Lower Secondary level of education is not compulsory in Japan, but almost 96% of students from primary level do go for secondary level. The public schools for secondary education are more, as compared to private schools in Japan. Also, the private schools are more expensive than public schools. At the lower secondary school, a teacher is assigned to teach one specific subject. Subjects covered in secondary level of education are mathematics, science, social studies, art and crafts, English, health, fine arts, physical education, music and other foreign languages too. Since 2011, English has been made compulsory in the school curriculum. So, many native English speakers are being hired to improve the standard of English Education in schools in Japan.

Some teachers are allotted to take the responsibilities for the classroom along with teaching a specific subject. Generally, the class-assigned teacher is responsible for providing students academic and career guidance. Also, it is her responsibility to prepare documents and academic records of students such as report cards, teaching-learning record (Shido-Yoroku), dossiers, etc. Of late, however, in maximum cases experts take over the task of providing career guidance.

In addition, school also covers the extra-curricular activities like sports, moral studies and industrial arts.

### **Upper-Secondary Education (Senior High School)**

Even though upper-secondary education is not compulsory in Japan, but almost 94-96% of students passed from junior high school go for senior high school education. It is again three years of education. More than 50% schools providing senior high school level of education are of private funding.

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The curriculum includes basic subjects like Mathematics, Science, English and Japanese. In the later years of high school education some vocational and technical courses are also included in the curriculum. Courses like business, fish farming, information processing, accounting and computers are quite popular among students. Upper-Secondary schools are structured into departments, and teachers specialize in their fields arena although they teach diverse courses within their disciplines. They are generally University Graduates. They work with the goal of covering all the aspects of the subject elected by a student within the academic year. Special training of technical courses are given to students with disability, thereby making them independent enough to survive on their own means.

#### **University/Higher Level of Education**

In the age of knowledge-based society and enduring globalisation, higher education institutions play indispensable roles. Under such circumstances, Japanese higher level of education has been highly treasured. There are more than 700 Universities all over in Japan. Normally, three to four year of university education makes a student graduate in Bachelor's degree. Also, there are some professional degree/diploma courses spanning 5 to 6 years of education. Most popular subjects among students in Japan are Business Management, Accounting, Engineering, Law, Humanities and Social Sciences.

In Japan, public universities enjoy better prestige than their private counterparts and only about 27 percent students manage to get admission in public universities. The tuition fee of Private universities is manifold as compared to a Public varsity so, students opt for correspondence and distance courses along with a part time job.

#### **Q.4 Explain how curriculum of teacher education programmes is developed in Malaysia?**

Prior to the establishment of existing school system focus was on religious education which was provided mainly by the mosques and at homes. After the arrival of British in 19th century existing system was replaced by Pondok schools. Establishment of these schools demanded the establishment of teachers training colleges. For this purpose many institutes like the Kolej Latihan Melayu were established in Singapore in 1878-1895. Another institute named Sekolah Latihan Guru Melayu was also opened in Taiping in 1898, but was closed soon by the establishment of Kolej Latihan Melayu was opened in Melaka in 1900. Likewise a new college named Kolej Latihan Melayu was established in Matang in 1913 and was closed after the establishment of Sultan Idris Training College (SITC) in 1922. Johor also established a teacher training institute named "Malay Teacher College" in 1919 but this was also closed in 1928 and its trainees were transferred to SITC. In 1929 a training school was established in Kota Bharu to prepare teachers for SITC. The number of trainees was low in all above institutes except for Melaka College where almost 700 teachers were trained. All of these institutes were for male and in 1921 first college was established for female teachers and this was proceeded by Johor college for female teachers in 1928. In 1935 first separate training college was established for female teachers and was named as Malay Women Teacher Training College. To cater the needs of Chinese teachers British government provided financial add for their training. Tamil teacher training institutes were also established in

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1937 to gratify the needs of Tamil community. For the training of teachers of English schools two schools for established one in Kuala Lumpur in 1905 and the second in Penang in 1907. Earlier than the Second World War, there were only two teachers training colleges for vernacular Malay education. In 1948 the Batu Lintang Teacher College, Kuching was established and the Sarawak Teachers College was established in Sibu in 1957. In addition to these the Rejang Teachers College was also established in 1966. In 1954, a Malayan Teacher Training College was established in Kota Bharu, Kelantan. After independence to fulfill the need of increasing demand of trained teachers and to prepare for development in education sector Malaysian government established two Teachers Training Colleges in Britain, known as the Kirkby Teacher College (1951-1962) and the Brinsford Teachers College (1955-1964). Through the epoch of 1946-1955 there were numerous modalities of teacher education such as Simplified Normal Training Course, Weekend Teacher Training Course, Vocational Teacher Training Course and Senior Normal Class. All of these programs were closed with the establishment of twelve Day Training Centers in collaboration with Malayan Teachers Training Colleges. Now a days the Malayan Teachers Training Colleges offer several specialized courses like : The Malayan Teachers College , Penang (Mathematics and Science); The Malayan Teachers College Lembah Pantai (English, Chinese, Geography, Music); the Technical Teachers College , Kuala Lumpur (Industrial Arts and crafts); The Malayan Teachers College, Johor Bharu (Agricultural Science and Home Science); The Language Institute (Malay, History, Geography and Music).; the Specialist Teachers Training College (Commerce, Art and Crafts, Home Science, Physical Education, Audio Visual Aids and Special education for the Deaf and blind). Afterward the Islamic Teachers Training College in addition to other colleges like the Seri Kota Training Colleges were established, responding to the expansion of schooling and need for teachers. A school of education was established in 1963 in University of Malaya in Kuala Lumpur, to provide training for graduate teachers. In 1969, the Science University, in 1970, the National University and in 1971, the University of Agriculture also begun to establish Centers, School and Faculties of Education to train graduate teachers. The Teacher Education Division and Teachers Colleges

The Malaysian Ministry of Education, Teacher Education Division (TED) is the department within the government which has responsibility for teacher education. It offers initial Teacher Education Programme, in-service teacher training, short courses and workshops for specialized groups. Almost all teacher trainees acquire the corpus of professional language register pertaining to teaching-learning. While primary school teachers from the national and national-type schools receive their initial training from one of the Teacher's Colleges, secondary school teachers are typically trained in one of the Faculties or School or Centers in public universities. For several decades Teacher Training Colleges focused on training non graduate teachers. Around 1989, Teacher Training Colleges began providing training for graduate teachers under the Graduate Teacher Training Scheme known in Malay as the Kursus Perkhidmatan Lanjutan Ijazah (KPLI). Teacher Training at all levels have always been offered free for those intending to serve or those serving in

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public schools. While pre service teacher training candidates are paid monthly stipends, in service teachers continue to receive their salaries while in training. In the last decade or so more of the teachers who intend to serve in private schools are admitted to teacher education programmes but these candidates are charged nominal fees.

Pre service Diploma Programmes are the Malaysian Diploma in Teaching (MDT) which replaced the Certificate in Teaching in 1996, and the Postgraduate Diploma in Education. In service programmes include a Special Degree Programme, A One year specialist Certificate Course, Professional Development Programmes, the Malaysian Trainers development Programme, Special Smart School Courses and Computer Maintenance Courses. These various Programmes are also offered to participants from the private sector. Typically, assessment is continuous, based on course work and on final written examination as well as practical teaching. The contents of the Teacher Education programme include content knowledge and teaching methodology or pedagogy and Practicum. The knowledge specializations in school subjects include mathematics, science, Biology, Chemistry, Physics, Civil, mechanical, electrical and electronic engineering and Information Technology. Other subjects specializations include, Physical education, Living Skills, (Agricultural Sciences), Art education, Home Economics, Geography, History, Commerce, Accounting and Economics. Languages offered are Bahasa Melayu, English, Arabic, Chinese language. General or Global Skills are communication, Thinking Skills, IT skills and Pedagogical skills. In 2004 the Ministry of Higher Education (MOHE) on 27 March 2004 was established. Prior to this education and training in Malaysia was entirely organized by the Ministry of Education (MOE). From 2004 on, the secondary and primary school teacher education and training were separated and given to MOHE and MOE respectively. MOE trains primary teachers via the Institute of Teacher Education (ITE) (previously known as Teacher Training Colleges) and MOHE trains the secondary teachers via the government-funded universities. Teacher Education Division (TED) is a section in the Malaysian Ministry of Education, which oversees teacher training in Malaysia. The TED has various units that help in its operations. For example, the Planning and Policy Unit plans and determines the direction of teacher education in Malaysia. The Curriculum Unit determines the curriculum for the different courses offered in the teacher training colleges – the Assessment Unit handles the setting of examination questions and marking of answer scripts as well as the awarding of the student teachers' grades, the Student-selection Unit conducts the aptitude tests and the interviews and selects the candidates for the teacher training colleges. Basically, all administrations with regards to teacher-education other than the training are administered by the TED. The TED is headed by a director and three deputy directors who manage the administration of the division. There are also several assistant directors who head



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the various units and these heads of units are supported by senior academic and clerical staff. Though MOE is solely responsible for primary school teachers' education and training and MOHE is responsible for secondary school teacher education and training, all other affairs in relation to schools and teachers, whether it is secondary or primary schools or teachers, fall under the jurisdiction of MOE. Over the years teacher education in Malaysia has gone through many changes to meet the challenges of modern times. Thirty years ago, college graduates were conferred certificates in teaching after attending a two-year pre-service training program. Twenty years ago the training was extended to three years and the students were awarded a Diploma in Teaching. In the last five years efforts have been made to award a degree for those students who pass the courses and the training program has been extended to five and a half years. Tamil language as their medium of instruction and the privately managed Islamic. Apart from the MOE and MOHE, there are many other educational networks and organizations in Malaysia that have significantly contributed to the development, progress and quality of education in this country. These networks and Apart from the MOE and MOHE, there are many other educational networks and organizations in Malaysia that have significantly contributed to the development, progress and quality of education in this country. These networks and organizations are basically nongovernmental organizations and nonprofit-oriented bodies. These networks and organizations have contributed considerably to the national educational settings in terms of professional development of teachers by organizing various programs, activities and events.

### Teacher

### Education

### Institutions

Mainly two types of teacher training institutes are providing training to teachers in Malaysia;

#### 1. Pre-service teacher training institutes in Malaysia

In Malaysia, the training of pre-service teacher for both primary and secondary schools is mainly provided by the 28 teacher training colleges which are under the Teacher Education Division of the Ministry of Education, as well as the 11 public universities. There are 29 Teacher Education Colleges within Malaysia providing pre-service and –in-service programmes. Most of the Teacher Colleges are generalist in nature, although there are specialist languages institutes, vocational and technical colleges, Religious Colleges, Women's Colleges and one Science College.

#### There are two main types of pre-service programmes:

The Malaysian Diploma of Teaching (MDT) and the Postgraduate Diploma of Teaching (PDT). There are also a number of twinning programmes between local and overseas universities where selected students train to be teachers. Across Malaysia, about 4000 teachers graduate each year from the MDT and about 3000 from the PDT.

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### In Service Programmes

Training for in service teachers on the other hand is divided into the following programmes

- (i) Special Degree Programme (For non graduates teachers)
- (ii) Special Teaching Certificate (KSPK) and,
- (iii) Professional Development Courses.

In service teachers who follow these training programme usually will be given a full-paid salary and training allowance (for Special Teaching Certificate Course and Professional Development Courses) or a half-pay leave.

### **Q.5 Critically examine curriculum of teacher education programs in Pakistan. What improvement can be made?**

The overall development status of every country depends upon the standard of education prevalent across that country. It is an era of knowledge based economies, and countries failing in education find it hard to catch up with the developed world. In other words a country's economic and cultural future as well as its scientific and technological growth owe to the academic standards being maintained by the teachers in its educational institutions. Thus teachers' contributions are well acknowledged as builders of the nation and molders of personalities. In fact the key player of every educational system is the teacher, who is considered the backbone of the entire system all over the world, and a pivot around which the whole education system revolves. Teacher is the major implementer of all educational reforms at the grass root level. Teaching without doubt is considered one of the very noble professions. It offers constant intellectual challenges, acknowledgement, respect in the society and above all the opportunity to mould the personalities of a big majority of youth. This centrality qualifies teachers to be the crucial position holders in creating impact on all aspects of students' personalities. They are the teachers who bring about positive behavioural changes in students by grooming and developing their personalities. That is why it is necessary that they should be adequately equipped with skills and abilities that would enable them to play an effective role in human development both from national and global perspectives.

The Indian Education Commission 1964-66, as observed by Sheikh M.A (1998) had ranked the quality and competence of the teachers as the most important factor determining the quality of education significantly contributing to the national development. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.” However, this central position, demands great care and attention in the education and training of teachers, who develop and enable students meet effectively the challenges of present and future. Ascertaining the effectiveness of these trainings asks for the analysis of teacher education programs in the social context of every country socio economic, cultural and historic factors substantially influence its nature and value.

**Concept of Teacher Education**

Teacher education is a discipline and sub sector of education with its distinct pre service and in service forms. It equips prospective and in service teachers with information, knowledge and pedagogical skills to help reform their attitudes and behaviour to the profession of education. The key objective is to facilitate the transfer of knowledge (cognitive, affective and psychomotor) to students and to build their character and personalities. In other words teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the school and classroom. (Wikipedia, 09). According to Sheikh M.A (1998), teacher education encompasses acquiring all that knowledge, skills and abilities which are relevant to the life of a “teacher as a teacher” It reshapes the attitudes, remodels the habits, and develops the personalities of teachers.

**Need for Teacher Education**

Teachers' general education and professional training both require utmost care and attention, as whatever is acquired by them is transferred to their students with high multiple effects. The present has witnessed and is still experiencing a rapidly but positively changing scenario of processes and procedures of teacher training. New innovative methods are continuously being added to the already practiced traditional pedagogical techniques. Acquainting with these developments to the point of mastery is needed for the promotion and maintenance of good teaching learning standards. Good quality teacher education about these key elements paves the way of the development of the education system in the long run.

Teachers are the layers of the foundations of future citizens, hence need to be educated with futuristic perspective, so that they can develop the personalities of their students, not only as per present requirements but also for the years to come, accommodating the new trends from the global outlook. This is very important as teacher is one of the key agents of change in all communities and a service provider as per needs of the future. Changes are taking place not only at national but also at international level. With every passing day distances are shrinking and communities are coming closer to each other affecting each other's practices of life.

**Purpose of Teacher Education**

The purpose of teacher education primarily is to equip prospective teachers not only with suitable aptitudes for teaching but also with appropriate skills and abilities required to make them effective and efficient professionals. Through different theoretical and practical activities, they are helped to understand not only the philosophical, psychological, and sociological basis of teaching, but also the relationship of education with the society and its values through teaching and learning processes.

The process of formal teacher education can help the prospective teachers minimize the troubles and save the students from the wastages of hit and trial. Appropriately rendered teacher education, provides ample opportunities to would be teachers to understand the nature of teaching; to envisage responsibilities of a teacher; to discover that to be a teacher is much more than learning by heart the philosophies and theories of learning; and to comprehend the practical implications of the pedagogical strategies. It is learnt that the profession of

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teaching is in fact facilitating the acquisition and retention of knowledge, values, skills and right attitudes for successful life that can initiate and promote positive changes in the society.

Keeping this in view teacher education, through teacher-preparatory years focuses on the development of abilities and skills that would not only make them capable teachers but will enable them to discharge duties effectively, take initiatives, motivate students and facilitate learning. With the belief that practice makes one perfect, students during teacher education phase are given the opportunity to teach or instruct and receive constant guidance and encouragement during practical delivery, in order to strengthen good habits and to overcome the pedagogical weaknesses.

#### **Phases of Teacher Education**

Farrant, J. S. (1990), observed that since the dawn of the twenty first century teacher education in developed countries remained divided into three phases:

1. Initial Teacher Education
2. Induction
3. Continuing Teacher Education

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