

EDUCATIONAL EXCELLENCE: THE SIGNIFICANCE OF PRE-SERVICE TEACHER TRAINING PROGRAMME

Debalina Das¹, Dr. S. P. Yadav²

¹Research Scholar Department of Education YBN University Ranchi, Jharkhand, India.

²Professor Department of Education YBN University Ranchi, Jharkhand, India.

ABSTRACT

Background: Pre-service Teacher education programmes are the programmes for professional preparation of teachers. It is an induction and initiation process with open ended design fostering initiative for further growth and equipping the trainee with the needed skills of self-directed learning through projects, individually tailored assignments, practical works and practice teaching etc.

Objectives: The present investigation highlighted on the significance of Pre-service Teacher Education Programme for the excellence in school education

Methodology: The study is qualitative type. The researcher selected various articles and documents related to pre-service teacher education programme at school level. It is concerned with capturing the richness, complexity, and contextual details of the subject matter under investigation.

Conclusion: The pre-service teacher education programme emphasize the importance of inclusivity, cultural competence, and differentiated instruction. By incorporating these aspects, future teachers learn how to create inclusive learning environments and effectively meet the diverse needs of their students. Overall, the need for pre-service teacher education programs is evident in their ability to equip future teachers with the necessary knowledge, skills, and attitudes to become effective educators.

Keywords: Pre-service, Teacher Education Programme, School Education, Pedagogical Knowledge and skills.

1. INTRODUCTION

Secondary education serves as a foundation for higher education. It provides students with the necessary knowledge, skills, and qualifications required to pursue further studies at colleges, universities, or vocational institutions. A strong secondary education prepares students for the academic rigor and challenges of tertiary education, enabling them to pursue their desired careers and contribute to their fields of interest. This education promotes the development of critical thinking and problem-solving skills. Students engage in complex subjects, analyze information, evaluate evidence, and develop logical reasoning abilities. These skills are crucial for navigating real-world challenges, making informed decisions, and adapting to an ever-changing global landscape. To train the secondary teachers education plays a vital role in preparing students for the workforce. It equips them with the knowledge, skills, and competencies needed to enter various professions and industries. To train the secondary students' backdrop of pre-service teacher education is necessary. Pre-service teacher education is the foundation of an individual as teacher. It is the first and most important stage to up mark the quality of an aspirant as teacher because she may be unable to get frequent internal in-service training. This teacher education programmes are the programmes for professional preparation of teachers It is an induction and initiation process with open ended design fostering initiative for further growth and equipping the trainee with the needed skills of self-directed learning through projects, individually tailored assignments, practical works and practice teaching etc. The present investigation will highlight on the necessity of Pre-service Teacher Education Programme for the improvement of secondary education.

1.1 Statement of the Problem

This study entitled as "Educational Excellence: The Significance of Pre-Service Teacher Training Programme."

1.2 Objectives of the Study

The research objectives of the study were delineated below:

1. To ascertain the necessity of pre-service teacher education programmes understanding of learner development at school level.
2. To determine the necessity of pre-service teacher education programmes to develop Pedagogical Knowledge and Skills (PKS) at school level.
3. To analyse the necessity of pre-service teacher education programmes to focus on developing subject matter expertise at school level.
4. To find out the necessity of pre-service teacher education programmes to enhance the cultural competence and inclusion.

2. THE REVIEW OF RELATED LITERATURE

Ponnusamy, P., Deivam, M., Santhamani, B., & Pavithra, P. (2023). Effect of Prezi Based Presentations on Achievements of Pre-Service Teachers in Teacher Education Curriculum Contents. *Indian Journal of Science and Technology*, 16(16), 1187-1191. The main objective of study was to find out whether adopting Prezi-based presentations in the teacher education topic of Curriculum and School had any positive effects on pre-service teachers' academic performance. The study's major conclusions showed that using Prezi for presentations was an effective approach for enhancing pre-service teachers' level of achievement in teacher education subjects.

Bansal, G. (2021). Indian pre-service teachers' conceptualizations and enactment of inquiry-based science education. *Education 3-13*, 49(3), 275-287. This study elucidates the tapestry of PSTs growth as inquiry-oriented science teachers during the field internship period. Several factors that are teacher-related, student-related, and classroom-related were identified in influencing pre-service teachers' conceptualization and enactment of scientific inquiry. It is advocated that to translate teacher education reform rhetoric to classroom practices, it is essential to develop a culture of inquiry in schools.

Shinde, M. B., & Karekatti, T. K. (2012). Pre-service teachers' beliefs about teaching English to primary school children. *International Journal of Instruction*, 5(1). The researcher intends here to analyse and comment on teachers' English teaching beliefs. A total of 100 pre-service teachers are the subjects of this study. Almost all of these preservice teachers expected to have training regarding how to make their talk effective and relevant in classrooms.

Gupta, A. (2017). Critical reflection of the pre-service teachers for the school internship under the revised guidelines of NCTE 2014. Bangalore: *International Journal of Exclusive Management Research*. The NCTE Regulation 2014 have stipulated further strengthening of component of 'Field Engagement' by prescribing a longer duration of 20 weeks for it in the elementary and secondary teacher education programmes. The internship programme provides an opportunity to the prospective teachers to link the educational theory and pedagogical concepts with their practice on the one hand, and on the other to test the validity of theoretical propositions in actual school settings.

2.1 Research Gap

There is a dearth of research related to "Educational Excellence: The Significance of Pre-Service Teacher Training Programme." Therefore researcher conducted investigation related to such statement of problem.

3. METHODOLOGY OF STUDY

The study is qualitative type. The researcher selected various articles and documents related to preservice teacher education programme at secondary education. It is concerned with capturing the richness, complexity, and contextual details of the subject matter under investigation. The study uncover underlying meanings, social processes, and theoretical explanations that can enhance our understanding of a preservice teacher education programme. The perspectives and experiences of stakeholders can contribute to the ongoing discussion and efforts to enhance teacher education and ultimately improve the quality of education provided in schools.

4. ANALYSIS AND INTERPRETATION

The analysis and interpretation of the study were conducted based on the objectives of the study.

Pertaining to Objective 1:

O1: To ascertain the significance of pre-service teacher education programmes understanding of learner development at school level.

Pre-service teacher education programs play a crucial role in preparing future educators for their roles in schools. One of the key areas of focus in these programs is understanding learner development at the school level. Here's the significance of incorporating this understanding into pre-service teacher education programs:

Informed Instructional Strategies: A solid grasp of learner development allows pre-service teachers to tailor their instructional strategies to the cognitive, emotional, and social developmental stages of their students. This ensures that teaching methods are appropriate and effective for the age and maturity level of the learners.

Individualized Learning: Teachers who understand learner development can identify students who might be struggling due to developmental issues and provide targeted support. This helps in implementing individualized learning plans to address specific learning needs.

Creating Positive Learning Environments: Knowledge of learner development helps teachers create classroom environments that are conducive to learning. They can establish routines, expectations, and activities that align with students' developmental levels, fostering engagement and positive behavior.

Appropriate Curriculum Design: Pre-service teachers who are familiar with learner development can design curricula that are developmentally appropriate and challenging. This ensures that students are neither overwhelmed nor underwhelmed by the material, promoting optimal learning outcomes.

Assessment and Feedback: Understanding how learners develop allows teachers to design assessments that accurately measure students' progress. Feedback can then be tailored to each student's developmental stage, providing guidance that is constructive and comprehensible.

Social and Emotional Support: Students' social and emotional development greatly impacts their learning. Pre-service teachers equipped with knowledge about this aspect can better support students' emotional needs, promoting mental well-being and a positive attitude towards learning.

Inclusive Education: An understanding of learner development helps pre-service teachers create inclusive classrooms. They can cater to diverse learning needs, including those of students with disabilities or unique learning styles, ensuring equitable education for all.

Early Intervention: Early identification of developmental delays or challenges allows teachers to collaborate with specialists and parents to provide timely interventions. This can prevent learning gaps from widening and promote holistic development.

Parent-Teacher Communication: Educators who can explain the developmental progress of their students to parents or guardians can foster strong partnerships. Clear communication about developmental milestones helps parents actively engage in their child's education.

Continuous Professional Growth: Pre-service teacher education programs that emphasize learner development lay the foundation for ongoing professional growth. Educators can stay updated on the latest research and practices related to child and adolescent development, refining their teaching methods over time.

Incorporating an understanding of learner development into pre-service teacher education programs is vital for producing competent educators who can facilitate effective learning experiences, support students' holistic development, and contribute positively to the education system as a whole.

Pertaining to Objective 2:

O2: To determine the necessity of pre-service teacher education programmes to develop Pedagogical Knowledge and Skills (PKS) at school level.

Pedagogical knowledge and skills are a critical component of pre-service teacher education programs. These programs aim to equip future teachers with the necessary understanding and abilities to effectively plan, deliver, and assess instruction.

Effective Instructional Practices: Pedagogical knowledge and skills enable teachers to employ effective instructional practices in the classroom. Teachers with a strong foundation in pedagogy can design and deliver engaging lessons that cater to the diverse needs of students. They understand how to sequence content, select appropriate instructional strategies, and employ various techniques to enhance student learning and engagement.

Differentiated Instruction: Pedagogical knowledge and skills empower teachers to implement differentiated instruction. They can recognize the individual learning styles, abilities, and needs of students and adapt their teaching accordingly. By employing different instructional approaches, resources, and assessments, teachers can effectively reach and support all learners, maximizing their potential for success.

Classroom Management: Classroom management is vital for creating a positive and productive learning environment. Teachers with pedagogical knowledge and skills can establish clear expectations, routines, and procedures that promote a respectful and inclusive classroom culture. They have strategies to address behavioral challenges, foster student motivation, and create a safe and supportive learning environment where students can thrive. By focusing on these aspects of pedagogical knowledge and skills, pre-service teacher education programs prepare future teachers to become competent and effective educators. These programs aim to develop a solid foundation of pedagogical understanding and equip teachers with practical skills that enable them to create engaging, inclusive, and effective learning experiences for their students. Pre-service teacher education programs equip future educators with a strong foundation of pedagogical knowledge and skills. These programs cover essential teaching methodologies, instructional strategies, classroom management techniques, and assessment practices. Through coursework and practical experiences, aspiring teachers gain the necessary skills to plan and deliver effective lessons, create engaging learning environments, and meet the diverse needs of students.

Pertaining to Objective 3:

O3: To analyse the necessity of pre-service teacher education programmes to focus on developing subject matter expertise at school level.

Pre-service teacher education programs often focus on deepening the subject matter expertise of future teachers. The objective is to ensure that teachers have a comprehensive understanding of the content they will be teaching. This includes gaining in-depth knowledge of specific subject areas, exploring interdisciplinary connections, and staying updated with advancements in the field. A strong subject matter expertise enables teachers to deliver accurate and engaging instruction, facilitate meaningful discussions, and provide appropriate support to students. Deepening subject matter expertise is a crucial aspect of being an effective teacher. Here are some key reasons highlighting the importance of deepening subject matter expertise:

Adaptability and Flexibility: Deep subject matter expertise enables teachers to adapt and be flexible in their instructional approaches. They can modify their teaching methods to suit different learning styles and student needs. With a strong foundation in the subject matter, teachers can draw on a wide range of resources, examples, and real-world applications to make the content relevant and engaging for students. This adaptability ensures that all students have access to quality instruction, regardless of their diverse backgrounds and abilities.

Addressing Student Misconceptions: Students often have misconceptions or preconceived notions about certain topics. Teachers with deep subject matter expertise can identify and address these misconceptions effectively. They can anticipate common misunderstandings and design instructional strategies that help students overcome their misconceptions. By providing accurate information, clarifying misconceptions, and guiding students towards accurate understanding, teachers support students in developing a solid foundation in the subject.

Engaging and Challenging Students: Deep subject matter expertise allows teachers to design engaging and challenging learning experiences for their students. They can incorporate higher-order thinking skills, problem-solving tasks, and inquiry-based activities that stimulate students' curiosity and critical thinking abilities. By delving deeper into the subject matter, teachers can create opportunities for students to explore, analyze, and apply their knowledge in meaningful ways, fostering a love for the subject and encouraging intellectual growth.

Encouraging Lifelong Learning: Deep subject matter expertise inspires a passion for lifelong learning in teachers and their students. Teachers who continuously deepen their subject knowledge model the importance of ongoing learning and professional development. They inspire students to become curious, independent learners who seek to expand their knowledge beyond the classroom. By demonstrating a commitment to learning, teachers foster a culture of intellectual curiosity and continuous growth among their students.

Pertaining to Objective 4:

O4: To find out the necessity of pre-service teacher education programmes to enhance the cultural competence and inclusion.

Pre-service teacher education promotes cultural competence and inclusion. Teachers learn to value and appreciate diversity, understand the cultural backgrounds and experiences of their students, and create culturally responsive learning environments. They are trained to adapt instruction to meet the needs of diverse learners, recognize and address biases, and create inclusive spaces that foster a sense of belonging for all students.

Enhancing cultural competence and inclusion is essential for creating a supportive and inclusive learning environment. Here are some strategies and benefits of fostering cultural competence and inclusion in education.

Valuing Diversity: Promote an appreciation for diversity among students and staff. Encourage respect for different cultures, backgrounds, languages, and perspectives. Create opportunities for students to learn about and celebrate various cultures, traditions, and identities. By valuing diversity, students develop empathy, respect, and a broader understanding of the world.

Culturally Responsive Teaching: Adopt culturally responsive teaching practices that recognize and incorporate students' cultural backgrounds into the curriculum. Design instructional materials and activities that reflect students' experiences, incorporate diverse perspectives, and make meaningful connections to their lives. This approach helps students feel valued, engaged, and connected to the content.

Inclusive Classroom Environment: Foster an inclusive classroom environment where all students feel safe, accepted, and included. Establish norms and expectations that promote respectful dialogue and cooperation. Encourage students to share their experiences, perspectives, and stories. Create opportunities for collaboration, teamwork, and the appreciation of multiple viewpoints.

Professional Development: Provide ongoing professional development opportunities for teachers to enhance their cultural competence and inclusive teaching practices. Offer workshops, training, and resources that promote

understanding, sensitivity, and knowledge of diverse cultures and identities. This enables teachers to create inclusive classrooms and effectively address the needs of all students.

Collaboration with Families and Communities: Collaborate with families and communities to enhance cultural competence and inclusion. Engage parents and caregivers in the educational process by inviting them to share their cultural knowledge and experiences. Encourage community involvement, partnerships, and representation in school events and decision-making processes.

5. CONCLUSION

In conclusion, the need for pre-service teacher education programs is evident from various perspectives and considerations. It is crucial for equipping future teachers with the necessary pedagogical knowledge and skills. These programs provide a foundation in effective instructional practices, classroom management techniques, and assessment strategies. By preparing teachers with the essential tools and competencies, pre-service education ensures that they are equipped to deliver high-quality instruction in the classroom. These programs emphasize the importance of inclusivity, cultural competence, and differentiated instruction. By incorporating these aspects, future teachers learn how to create inclusive learning environments and effectively meet the diverse needs of their students. Overall, the need for pre-service teacher education programs is evident in their ability to equip future teachers with the necessary knowledge, skills, and attitudes to become effective educators. These programs address the complexities of the teaching profession, promote inclusive practices, and contribute to the overall improvement of the education system. By continuously evaluating and enhancing these programs, educational institutions and policymakers can ensure that future teachers are adequately prepared to meet the evolving needs of students and contribute to the enhancement of education as a whole.

6. REFERENCE

- [1] Bansal, G. (2021). Indian pre-service teachers' conceptualisations and enactment of inquiry-based science education. *Education 3-13*, 49(3), 275-287.
- [2] Darling-Hammond, L. (2006). *Powerful Teacher Education: Lessons from Exemplary Programs*. Jossey-Bass.
- [3] Dasari, R. P., & Mallu, A. D. (2012, March). Tribal Preservice Teachers' Attitude towards use of Computer: An Indian Study. In *Society for Information Technology & Teacher Education International Conference* (pp. 299-306). Association for the Advancement of Computing in Education (AACE).
- [4] Feiman-Nemser, S. (2001). From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching. *Teachers College Record*, 103(6), 1013-1055.
- [5] Hepple, E., Alford, J., Henderson, D., Tangen, D., Hurwood, M., Alwi, A., ... & Alwi, A. (2017). Developing intercultural learning in Australian pre-service teachers through participating in a short term mobility program in Malaysia. *Teaching and Teacher Education*, 66, 273-281.
- [6] Jena, A. K. (2012). Awareness, openness and eco-friendly (aoe) model teaches pre-service teachers on how to be eco-friendly. *International Electronic Journal of Environmental Education*, 2(2), 103-117.
- [7] Kaur, M. (2019, October). ICT in teacher education: Examining perceptions, needs and attitudes of prospective teachers. In *Proceedings of the Seventh International Conference on Technological Ecosystems for Enhancing Multiculturality* (pp. 571-574).
- [8] Loughran, J. (2006). *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. Routledge.
- [9] Miesera, S., DeVries, J. M., Jungjohann, J., & Gebhardt, M. (2019). Correlation between attitudes, concerns, self-efficacy and teaching intentions in inclusive education evidence from German pre-service teachers using international scales. *Journal of Research in Special Educational Needs*, 19(2), 103-114.
- [10] Mills, C. (2009). Making sense of pre-service teachers' dispositions towards social justice: Can teacher education make a difference?. *Critical Studies in Education*, 50(3), 277-288.
- [11] Nethsinghe, R., Kurup, P. M., & Cherian, J. (2023). BUILDING GLOBAL TEACHING COMPETENCY BASED ON AUSTRALIAN AND INDIAN PRESERVICE TEACHERS' PAIRED PRACTICUM. *Teacher Education: An Analytical Approach to Internship Practices Around the World*, 7.
- [12] Ponnusamy, P., Deivam, M., Santhamani, B., & Pavithra, P. (2023). Effect of Prezi Based Presentations on Achievements of Pre-Service Teachers in Teacher Education Curriculum Contents. *Indian Journal of Science and Technology*, 16(16), 1187-1191.
- [13] Sharma, B., Hildingsson, I., Johansson, E., Prakasamma, M., Ramani, K. V., & Christensson, K. (2015). Do the pre-service education programmes for midwives in India prepare confident 'registered midwives'? A survey from India. *Global health action*, 8(1), 29553.

-
- [14] Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & society*, 23(7), 773-785.
- [15] Santoro, N. (2014). 'If I'm going to teach about the world, I need to know the world': Developing Australian pre-service teachers' intercultural competence through international trips. *Race Ethnicity and Education*, 17(3), 429-444.
- [16] Wilson, S. M., Floden, R. E., & Ferrini-Mundy, J. (2001). *Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations*. Center for the Study of Teaching and Policy, University of Washington.
- [17] Zeichner, K. M., & Conklin, H. G. (2008). Teacher education programs as sites for teacher preparation. In M. Cochran-Smith, S. Feiman-Nemser, & D. J. McIntyre (Eds.), *Handbook of Research on Teacher Education: Enduring Questions in Changing Contexts* (3rd ed., pp. 269-289). Routledge