Philosophizing the Curriculum of Teacher Education Programme (TEP): An Axiological Inquiry.

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Abstract :

Teacher education is an integral part of educational and social system and must primarily respond to the requirements of the school system. It can no longer remain conventional and static but should transform itself to a progressive dynamic and responsive system. The quality of teacher education programme needs to be upgraded. Teacher education has not come up to the requisite standards. Teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society. In the 21st century, it needs to be realised that teacher education is a discipline itself. It is not merely a training programme and it must have a philosophy of its own. According to the demand of the changing society, the societal environment and information boom, focus of teacher education need to be analyzed by a new angle. It is only philosophy that can help to understand the changing needs. For this purpose it is the need of an hour to see the curriculum of teacher education with an epistemological point of view. So, it becomes crucial to find out that what the philosophy behind teacher education curriculum is and thus put through towards the improvement of curriculum of teacher education programme. The researcher goes ahead and demonstrates that in order for us to comprehend various issues in Teacher Education. In this study, an attempt has been made to provide a general overview of the area or issue from which the problem was drawn and which the study investigated. It also contains the conceptual framework for the study. The theoretical base from which the topic has evolved. This information is the material that undergirds and provides basic support for the study.

INTRODUCTION:

"Education is the most powerful weapon you can use to change the world." Nelson Mandela

Education is a matchless weapon which fashions and models the mankind socially, culturally, spiritually, aesthetically, vocationally and economically fit for the existence in the Earth. No distinction can be made between life and education under any circumstances. In fact, education is the part and parcel of human life. Education is a tool which provides people with knowledge, skill, technique, information, enables them to know their rights and duties toward their family, society as well as the nation. It expands vision and outlook to see the world. The

foundation of the society is based on education since it brings economic and social prosperity and leaves a great impact on the overall progress of society.

Education renders a significant contribution in leading to effective growth and development of the individuals and teachers have an important role to play in imparting education to the students. The major significance of teacher education is focused upon the impartment of training to the teachers, with the main purpose of achieving the desired academic outcomes. Teachers have an important role to play in leading to effective growth and development of the students.

Education is the compilation and product of many and varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems across the country. An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. Teachers are the most important components of any educational system. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage." The success of any education system depends on the quality of teachers, which in turn, depends on the effective teaching/learning process. Teachers' role is of vital significance for the development of the society. Thus, the quality of education depends upon the quality of those who impart it. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. All nations attempt to impart quality education and today when there is virtual explosion of information, it is highly essential that Teacher Education is of the highest quality and standards.

As an integral component of the educational system, teacher education is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socioeconomic problems and the growth of the knowledge, the emerging expectations and changes operating in education etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed. Teacher education programme starts moulding from the ancient education system and till the present system of education taking shape according to the global and local needs of the Indian society.

DEFINITIONS:

Munroe (1950) likewise recognized that, "Teacher education" refers to the total 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 program of courses and other experiences offered by an educational institution for the announced purpose of preparing persons for teaching and other educational service and for contributing to their growth in competency for such service.

Hawes and Hawes (1982). Specifically, teacher education is defined as, The very broad field of study and instruction concerned with professional preparation for careers in teaching, administration, or other specialities in education, particularly in the levels of preschool, elementary, and secondary education. Also called professional teacher education. (Italics author's) .

Yadav (2003) stressed that quality improvement of teacher education programme was essential for the professional development of teachers and teacher educators. The gap between preservice and inservice training needed to be minimised by providing add inputs; activities and also bridging the gaps at various stages.

According to Kaur (2004) teacher education institutions were increasing but the quality of teacher education was deteriorating. Teacher Education had to be visualised as per future needs by giving proper training to teachers.

Singh and Singh (2004) had found that quality of Teacher Education Programmes in India needed improvement. They saw reframing teacher education curriculum, delayed sessions, admission procedures, thin attendance in the classroom, neglected supervision duty by the teacher educators during practice teaching and micro-session periods as serious issues.

Clark (2005) reported that initial teacher education programmes, in order to comply with the requirements for teacher registration, are usually expected to introduce student teachers to the mandated curriculum. Often this is done uncritically, so students tend to accept rather than examine the underlying epistemological model which partitions knowledge into distinct "pillars of wisdom"

LITERATURE REVIEWS:

Linda Darling-Hammond

Journal of teacher education 51 (3), 166-173, 2000

Despite longstanding criticisms of teacher education, the weight of substantial evidence indicates that teachers who have had more preparation for teaching are more confident and successful with students than those who have had little or none. Recent evidence also indicates that reforms of teacher education creating more tightly integrated programs with extended clinical preparation interwoven with coursework on learning and teaching produce teachers who are both more effective and more likely to enter and stay in teaching. An important contribution of teacher education is its development of teachers 'abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom.

EV Voevoda, A Yu Belogurov

Polis. Political Studies 6 (6), 172-179, 2018

The article addresses the axiological aspect of education in the context of globalization processes. The authors study the main paradigmatic axiological characteristics of contemporary education and their reflection in the discourse of the XXI century political processes. The impetus for consideration was given by the recently published monograph by Pyotr Kasatkin (Kasatkin P.I. Aksiologiya obrazovaniya: arhitektonika sovremennogo

obrazovatel'nogo prostranstva [Axiology of Education: Architectonics of Contemporary Education Space]. Moscow …

PI Kasatkin, MV Silantieva

Polis. Political Studies 6 (6), 137-149, 2017

The article highlights the axiological and anthropological challenges facing the modern education system in the light of globalization. The socio-political consequences of this phenomenon have been closely intertwined with the process of transformation of modern educational models. Moreover, in this case the most important task was the search for socioeconomic and political solutions related to the prospects for modernization based on the real social and cultural conditions on the ground. This, in its turn, raises the issue of modernization of …

Gert Biesta

European Educational Research Journal 14 (1), 11-22, 2015

In this paper I focus on a split within the field of educational research between those who approach education as an activity or practice governed by *cause–effect relationships* and those who see education as a human event of communication, meaning making and interpretation. Rather than just arguing against the former and in favour of the latter view, I outline a way forward in which the question of how education works and how it can be made to work better is considered a legitimate question, but where the answer to this question takes into consideration the specific nature of educational processes and practices. In order to do so I explore the *ontology*, the *axiology* and the *praxeology* of education through a discussion of the question of how education actually works (ontology), the question of what education might work *for* (axiology), and the question of what this means for making education work and making it work better in the everyday practice of teaching (praxeology). I preface this discussion with observations about the differing ways in which education as a field of academic scholarship has developed in Europe, in order to highlight that 'educational research' exists in at least two distinctively different configurations, and to show how the way in which the field has established itself in the German-speaking world might provide helpful resources for conceiving of educational research in a more educational manner.

Aida V Kiryakova, Tatiana A Olkhovaya, Gennady A Melekesov, Alexey A Presnov

Mediterranean Journal of Social Sciences 6 (2 S3), 22, 2015

The urgency of the problem under investigation is conditioned by the uncertainty of modern information society that demands from university education to focus not on acquiring" ready" knowledge in certain subjects, but on preparing the students for the perpetual new and unconventional objectives; on the students' awareness of their own educational activity; on designing and implementing their own educational route in line with the changing real-life and professional situations. The article seeks for determination of the essential characteristics of axiologization in modern university education as a process of implementation of axiological self-determination of teachers and students. The axiological approach for studying the problem has become a prevailing one. The article submits a classification of the university education values; the definition of the concepts of" axiological potential of a person", axiological selfdetermination"," axiologization"," subjectivity"; describes the axiological

component of the university corporate culture. The article submissions may be useful for the specialists in the field of university education, the researchers dealing with philosophy and sociology of education.

James Martin, Karl A Maton, Erika S Matruglio

This paper considers the discourse of modern history in Australian secondary schools from the perspectives of systemic functional linguistics and social realist sociology of education. In particular it develops work on genre and field in history discourse in relation to knowledge structure, and the role of technical concepts realised as'-isms'. These are interpreted in relation to recent social realist work on the axiological charging of terms, especially in humanities and social science discourse, so that how you feel turns out to be as important as what you …

Babita Tomar

IOSR Journal of Research & Method in Education 4 (2), 51-54, 2014

In this paper an attempt is made to draw out the contemporary challenges, implementation of axiology in teacher education. Axiology focuses on questions about what „ought to be". It deals with the nature of values and relates to the teaching of moral values and character development. Today we live in difficult times when peace and human security are facing new challenges at the individual and global level. With the rise in material advancement, we are lacking something very important that is our cultural and moral standards. So there is need of maintenance of mutual goodwill and world peace. Education is a key dimension of the long term process of building peace, tolerance, social conduct, justice and intercultural understanding-the reorientation of education to create a better world is truly urgent. For the real progress of a country it is very necessary to develop values in all citizens and to achieving this goal, teacher plays an important part because a teacher has the capacity to influence students their thought and personality and engage them in these activities.

On the basis of critical analysis of above reviews it can be said that there are a lot of studies that have been conducted on teacher education and curriculum at B.Ed. level but all the related studies have ethical and psychological view point. There is little emphasis on philosophical aspects of curriculum of teacher education programme. Teacher education is a discipline itself. It is not merely a training programme and it must have a philosophy of its own. According to the demand of the changing society, the societal environment and information boom focus of teacher education need to be analyzed from a new angle. It is only philosophy that can help to understand the changing needs. For this purpose it is the need of an hour to see the curriculum of teacher education with an epistemological point of view. So it is very important to find out that what philosophy is behind teacher education curriculum.

RATIONALE OF THE STUDY:

Teacher education is an integral part of educational and social system and must primarily respond t o the requirements of the school system. It can no longer remain conventional and static but should transform itself to a progressive dynamic and responsive system. The quality of teacher education programme needs to be up graded. Teacher education has not come up to the requisite standards. Teacher education programme needs a comprehensive reform and restructuring curriculum of teacher education programme needs to be revised according to changing needs of society. In the 21 st century, it needs to be realise d that teacher education is a discipline itself. It is not merely a training programme and it must have a philosophy of its own. According to the demand of the changing society, the societal environment and information boom, focus of teacher education need to be analyzed by a new angle. It is only philosophy that can help to understand the changing needs. For this purpose it is the need of an hour to see the curriculum of teacher education with an epistemological point of view. So, it becomes crucial to fin d out that what the philosophy behind teacher education curriculum is and thus put through towards the improvement of curriculum of teacher education programme. The researcher goes ahead and demonstrates that in order for us to comprehend various issues in teacher education; we need to embrace philosophy for it is the foundation of all knowledge. Secondly, philosophy underpins education as it is its critical and theoretical component. All the problems and dimensions of teacher education can only be understood properly through philosophy and they are of philosophical nature.

Education is regarded as a tri three poles/polar process with teacher, student and curriculum as the Educational institutions render a significant contribution in making provision of knowledge and information to the students to lead them towards light from darkness. The key personnel within the educational institutions, who play an important part in the implementation of this task and in bringing about transformation within the lives of the individuals, are the teachers. The teacher is regarded as the most predominant element within the educational program. It is the teacher, who is responsible for putting into practice the educational programs at any stage. It is vital to make an investment in leading to preparation of the teachers in an appropriate manner, so that the individuals, community as well as the entire nation can move forward towards progression. It is the teacher who makes the curriculum interesting and understandable. With their knowledge, experiences and competencies, teachers are central to any curriculum related effort. Hence, it is evident that the place of teacher has been and is very important since ages. But teacher education has been focused upon very little in the present times. emphasized over the importance Various education commissions and role of teacher education. They all wanted to reform teacher education but they emphasized less on the curriculum aspect. They have not highlighted about various aspects of teacher education to be included in curriculum; rather they have described teacher education mainly as training and discussed various aspect of training

STATEMENT OF THE PROBLEM:

The problem of the present investigation can be specifically stated below:-**"Philosophizing the Curriculum of Teacher Education Programme (TEP): An Axiological Inquiry"**.

OBJECTIVES OF THE STUDY:

The present study will have the following objectives:-
✤To study the curriculum content of TEP and determine it with the need of the society.

✤To study the textual and contextual difference between various aspect of 'Teacher training' and 'Teacher education'.

✤ To study the divergent methods of acquisition of knowledge in Teacher education programme.

✤ To study the history of evaluation of TEP.

✤ To analyse the different sources of knowledge within TEP.

RESEARCH QUESTIONS:

The present research study circumscribes the following questions which it sets out to answer:-

✤What are the different methods of acquiring knowledge in Teacher Education Programme?

✤What are the different sources of knowledge of Teacher Education Programme?

✤What content areas does the curriculum of Teacher Education Programme focus on?

✤What is the philosophy behind the curriculum of Teacher Education Programme?

✤From the Axiological standpoint, what are the perspectives of stakeholders in the society about Teacher Education Programme?

RESEARCH METHODOLOGY:

Considering the nature and the objectives of the present study as well as the resources of the investigator, Qualitative Approach will be used. A combination of the following qualitative research methods will be employed for conducting the study:-

*Survey Method (Qualitative Survey).

*Philosophical Research.

*Content Analysis.

Short explanation ;

In survey method I will prepare a questionnaire for prospective teachers and an interview schedule for our Teacher educators. In questionnaire there will be 20 set of questions which will be focused on Axiological concern of my study. In interview Schedule there will be 5 to 10 set of questions for Teacher educators.

VARIABLES:

☞Independent variables are-Philosophy, curriculum, teacher education.

☞Dependent variable-Axiology.

DELIMITATIONS OF THE STUDY:

The present study will have the following delimitations:-

1.This study is delimited to curriculum of teacher education programme prepared by NCTE only at B.Ed. level.

2.This study is delimited to philosophizing the curriculum of teacher education programme from the Axiological perspectives.

3.This study is delimited to the data collected from the stakeholders (teacher educators, prospective teachers) related to teacher education programmes from two colleges affiliated to Bihar University, Bihar.

OPERATIONAL DEFINITIONS OF THE KEY TERMS:

⚕**Curriculum:** The term "Curriculum" here denotes the Curriculum for Teacher Education. Curriculum is a standards-based sequence of planned experiences as well as unplanned experiences throughout the training programme, as taught by college tutors, as organised both on-campus and off-campus, and as learnt by the trainee teacher.

⚕**Teacher Education Programme:** Teacher Education Programmes refer to the framework of policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their task effectively in the classroom, school and wider community.

⚕**Philosophizing:** Philosophizing implies extending the scope of thoughts, viz. churning of thoughts, in all its possible aspects and giving them a logical and analytical approach. Philosophizing means to speculate the things and thoughts in a philosophical manner, to consider a fact or a matter from a philosophical stand point.

⬥**Philosophical Inquiry:** Philosophical Inquiry can be implicitly stated as the transcendence of common knowledge through the entire involvement of the other through discourse and sharing of common experiences with the hope of giving birth to new knowledge through shared reflection.

⬥**Axiology:** The branch of philosophy dealing with the nature of value and the types of value, as in morals, aesthetics, religion, and metaphysics. It is the philosophical study of value. It includes questions about the nature and classification of values and about what kinds of things have value.

⬥**Axiological Inquiry:** Axiological inquiry can be understood as the application of axiology into the study of ethics. It is concerned with questioning the moral grounds which we base ethical judgements on. This is done through questioning the values in which ethical principles are grounded on.

POPULATION:

For conducting Qualitative Survey, the target population for the present study encompasses the stakeholders of Teacher education programme from the Teacher Education Institutions of Bihar University Division.

SAMPLE:

Purposive and Convenience Sampling technique will be used to determine the sample keeping in mind the crisis caused as a result of the Covid-19 pandemic. The sample of respondents for the present study would comprise the perspectives of the following stakeholders:-

S. NO.	STAKEHOLDERS FOR THE SAMPLE	SAMPLE SIZE
1	Prospective Teachers	30
2	Teacher Educators	20

TOOLS USED FOR THE STUDY:

The tools to be used for the present study are:- ⬥Interview Schedule.

⬥Questionnaire.

⬥Content Analysis .

PROCEDURE OF DATA COLLECTION:

For the present study, the investigator will collect the relevant data from various primary and secondary sources.

1. **Primary Sources:**

   The primary sources to be used for accumulation of data would include the various stakeholders of the Teacher Education Programmes. Qualitative data in the form of Expert Opinions will be accumulated from the academicians in the field of teacher education will also be gathered.

2. **Secondary Sources:**

   The secondary sources to be used for accumulation of data would include books, journals, articles, internet (World Wide Web), publications of central government, official records and other public documents .

PROCEDURE OF DATA ANALYSIS:

Qualitative analysis with minimal quantitative substantiation in the form of percentage will be done.

The analytical method used for this purpose involved following steps:-

1.The data collected by logical and critical analysis will be done for philosophizing the curriculum of TEP.

2.Content analysis will be done to arrive the result of the Axiological Inquiry in curriculum of the TEP.

3.The interview schedule will be analysed by simple percentage statistical techniques.

EDUCATIONAL IMPLICATIONS:

The present study is one of its kind which will try to lay the foundation on the basis of which further initiatives can be taken in context of integrating the holistic vision of philosophizing consciously and conscientiously in the teacher education curricula. Following are the implications of this research study:-

⏀ **For TEP Curriculum:** Curriculum in its entirety has a philosophical foundation. In order to have a curriculum, the topics issues and activities have to be selected on certain basis. This basis depends upon fundamental beliefs of the curriculum planner. His beliefs will naturally depend upon his philosophy of education. Philosophizing TEP curriculum would form a basis for further effective curriculum decisions.

⏀ **For Teacher-Educators:** First, it would enable teachers to acquire a grasp of the conceptual field of education and an ability to find their way around the often contested views within that field, which in turn impinge upon the normative structure of particular education systems. Second, it enables them to understand better the conceptual debates that involve the subjects that they are teaching. Third it enables teachers to understand the scope and limits of empirical research in education and the relationships between that research and conceptual issues in education.

⬧**For Prospective -Teachers:** Philosophizing would encourage student-teachers and other parties involved in the teacher education programme to explore questions that challenge their ideas and beliefs. It would give individuals an opportunity to reflect on topics that are often oversimplified by general society and traditional educational disciplines.

⬧**For Researchers:** Research opens the path for future endeavours. New researches provide a base for future plans and schemes. Present research will provide a base for further researches on which researchers may conduct their study in different dimensions.

⬧**For society:** Axiology studies value. Value determines the outcome of every decision made. Decisions shape human society. So, axiology studies the logic that shapes human society.

⬧**For student**: It is taught directly and indirectly every day.Axiology affects why you are learning (motivations, desired outcomes), what you are learning (dominant cultural practices), and even how you learn (factual recall vs. 'learn by doing').

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