

Involvement of Teacher Educators in Revamping Teacher Education process through Philosophy

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Abstract : To nurture and enhance the education of future generations, the impact of various branches of philosophy on curriculum is utmost necessary. The researcher finds that all round development of the students depend upon the extent of effective use of the various branches of philosophy. The researcher stresses on the trained teachers to rebuild themselves gaining the knowledge on different branches of philosophy so that they reshape the children as the philosophical base. Hence, the duty of the teacher educators is very important while pertaining training to the teachers through the various branches of philosophy. The researcher finds that all the private teacher educators of Kamrup (Metro) District apply different branches of philosophy in transacting lessons so that the trained teachers can apply this ways of philosophies in their professional field.

Key Words: Involvement, Teacher educators, Revamp, Philosophy

Education is a powerful instrument for rebuilding and reconstructing society. To have a better, powerful, dynamic, and energetic society, the teacher has a great role and responsibility as a transmitter of culture, communicator of knowledge, and inculcator of vision. A teacher is the promoter of students' vision towards a better society. The teacher can help to build up a democratic, secular, socialist society through the various activities done by the students. We know that only teacher educators can create these type of competent, efficient, effective, professional teachers in their respective teacher-training colleges. The role of the teacher educators is very significant because they understand the changing needs of society in a scientific era. They try to give the training to the teachers at their level best so that the would-be teachers can mould and shape the students in their respective schools in the future. Teacher educators should try to develop skills, understandings, interests, abilities, attitudes that would enable the trained teachers to foster all-around development of their respective schools and the children under their care. They develop the ready minds of the students to act in changing society as a social reformer through their training so that the children can do the activities as the needs of the society. So, it is necessary to study the attitudes, training, outlook, etc. in the present-day context of the teacher educators so that their training to the would-be teachers would be fruitful and effective. As a trainer, the teacher educators can realize that all the educational problems of society can have educational remedies. In the training period, the teacher can understand that the quality of human life in any society depends upon the type of educational system. When the teacher will get such type of training from their teacher educators, they will train their students for future preparation.

The various areas of teacher education are philosophy, sociology, psychology, technology, etc. are necessary to train the teachers. All the areas of teacher education help the teachers to study their target group i.e. the children of all ages. But, teachers cannot help the students if they are not properly trained in all these areas during their training period. One of the areas, philosophical perspective in teachers' training colleges is necessary for teacher educators in the modern era through which upcoming teachers can imbibe

the philosophical ideas, values in the minds of the students. We know that every people follow some principles or some kind of thinking in every aspect of life. In the teaching-learning process also, the need for systematic planning, applying, organizing, analyzing, synthesizing is necessary to fulfill the pre-determined objectives. These needs are pinpoints of philosophical ideas. Hence, this paper highlights the various aspects of philosophical areas to study these important aspects.

The philosophical aspects of the teacher educators help the upcoming teachers for their development. The main four branches of philosophy like Metaphysics, Epistemology, logic, axiology help the teacher educators to mould the ideas, personality, values, and aspects of the would-be teachers. To rebuild the present scenario of the education system, it is an urgent need for teachers to rethink the ideas of philosophy in transacting the present curriculum. Metaphysics is a study of reality. Education helps teachers to know how students learn, how they help the students to increase their capacity or how the students desire to learn, or how to focus. According to the philosophy of metaphysics Man, Nature and God are the real things. This philosophy helps the students to acquire systematic knowledge about the phenomena relating to man, nature and God. This philosophy helps the teachers to explore the spirit of the world and the vision of the other world through which the teachers are able to think, feel, and believe about them. When all these realizations will store in the minds of the teachers, then they will proceed with all these seeds of philosophy to sow among the students in the future so that the students will know through their concentration that the physical matter does not exist and reality is made up of ideas. Metaphysics also deals with idealism, realism, pragmatism, existentialism. Teacher educators can train their would-be teachers about these isms and can teach them how they can apply experiences, thoughts, problems within these isms through the training process. Teachers will concentrate on their experiments, observations in a scientific way in organizing the subject matter and content systematically when they are trained in various teachers' training colleges with Metaphysical philosophy. Epistemology, another branch of philosophy, deals with the knowledge and understanding capacity of the learners. It helps the teachers to assume what the students learn, how they learn, what type or what way of teaching which are very necessary to enhance the thinking capacity of the learners. Teacher educators can implement this branch through various ways of teaching so that their trainer teachers can create new knowledge to understand the deeper function of the teaching. This branch helps the teacher educators to know the process of development of knowledge within the students with the help of the reality of various phenomena, things and matter of the universe. In the philosophical branch, Logic is important for the teacher educator to train the would-be teacher through which the teacher can involve themselves in active processing logically. Teacher educators involve them in delivering, designing, and reshaping the classes. They help them to think about their students' understanding, thinking, and reasoning capacity. They train them to deliver the classes with specific data, facts, theories, methods, aids so that their students can apply logic to real objects or situations. The study of values, morals, principles, and quality of life is done through the axiology branch of philosophy. Ethics and aesthetics are the two divisions of axiology. Teacher educators shape the trained teachers in their values, morals for ethical development. Moral judgment governs person's behavior on which peoples' activity is based. Again, they are trained to know what is beautiful, what is enjoyable or tasteful so that they can maintain their quality of life. Teacher educators should motivate the trainees to realize the question of beauty and artistic taste for the basic ingredients of knowledge. After getting this type of knowledge, teacher trainer can use the philosophy of axiology in their teaching-learning process to upgrade the present attitude of the students.

To realize such vast utility of various philosophical branches in the teaching-learning process, the investigator has tried to know the involvement of teacher educators in their training process so that the would-be teachers can revamp the present educational scenario.

Statement of the problem

Study of the different branches of philosophy is necessary for each and every teacher educators to train the would-be teachers in present day context. So, the present study focuses on the topic entitled as “Involvement of Teacher Educators in Revamping Teacher Education process through Philosophy”.

Objectives of the study

- a) To ascertain the involvement level of teacher educators in the application of main branches of philosophy in the teaching-learning process.
- b) To investigate the extent of utilization of the philosophical branches in transacting training to their students-teachers in respect of gender.

Hypotheses of the study

H₀₁:- There exists no significant level of difference in the application of the main branches of philosophy in the teaching-learning process.

H₀₂:- There is no gender wise variation in the utilization of various philosophical branches in the teaching-learning process.

Population and sample of the study

The population for the present study is confined to the private B.Ed. colleges' teacher educators in Kamrup (M) District, Assam state. Hence, the study is delimited to private B.Ed colleges of Kamrup (M), Assam affiliated to Guwahati University. The investigator has selected samples based on the saturated sampling technique. The base year of this paper is 2022. There are five private B.Ed colleges in Kamrup Metro consisting of 80 teacher educators. Hence, the sample size is 80.

Table No 1:-Distribution of Sample

Sl. No.	Name of the teachers' training colleges(Private)	Number of teachers		Total
		Male	Female	
1	Dr.Anita Baruah Teachers' training College	05	11	16
2	College Of Education, Christanbasti	05	11	16
3	West Guwahai College of Education, Pandu	07	09	16

4	Assam Sikshak Prasikshan Mahabidyalay, Lankeswar	05	11	16
5	Dokhin Guwahati College of Education, Fatasil Ambari	06	10	16

Tools Used in the study

In the present study, the investigator has used a self-constructed questionnaire based on the topic. The questionnaire has 40 items related with four (4) philosophical branches. Items are scored on the three-point scale as Never, sometimes, always. The questionnaire was developed by the investigator and validated through the pilot study and given to a panel of experts. The questionnaire was modified according to their opinion and suggestions.

Statistical techniques used in the study

Chi square, mean, standard deviation, t-test is certain statistical techniques used for carrying out the analysis and interpretation of the collected data for the study.

Data Analysis and Interpretation

To study the first objective of this paper, the investigator proceeds through null hypothesis as --- There exists no significant level of difference in the application of the main branches of philosophy in the teaching-learning process. Regarding the hypothesis, the following table is calculated with the help of chi-square test. Table no: 2 reveals, the calculated chi-square value (12.6976) is greater than tabulated value which is highly significant at 2 degrees of freedom. Hence, the null hypothesis of this objective is rejected.

Table No.2:-Level of difference in application of philosophical branches in teaching-learning process

Levels of involvement	Z Score	No. of teacher educators	Percentage	Chi square vale	df
High	1.26 and above	26	32.5	12.6976*	2
Moderate	-1.25to+1.25	40	50		
Low	-1.26 and below	14	17.5		
Total		80	100		

N.B.(*) indicates significant at 0.01 level

To fulfill the second objective of this paper, the researcher formulates the hypothesis as --There is no gender wise variation in the utilization of various philosophical branches in the teaching-learning process. It is found that 28 male teacher educators and 52 female teacher educators are servicing to their institution at a stretch.

Table No. 3: Gender wise variation in the utilization of various philosophical branches in the teaching-learning process

Types of educators	No. of teachers	Mean	SD	Mean Difference	tvalue	df	Levels of significance
Male	28	100.333	2.703275	0.58865	0.779	78	NS
Female	52	100.9216	4.009205				

Findings

The study reveals that there exists significant level of difference in the application of the main branches of philosophy in the teaching-learning process used by the teacher educators employed in private B. Ed colleges under Kamrup (M). On the other hand, the second hypothesis of the study is accepted. It means that the various philosophical branches in the teaching learning process are used by the teacher educators without thinking their gender.

Educational Implications

- The practical implications of the different branches of philosophy in teaching learning process are very important aspect. All the branches of philosophy help the students for all round development if they are able to connect the branches in a meaningful way in their learning process.
- Teachers should give maximum opportunities to their children to build themselves through various branches of philosophy as they grow.

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