



**SEE LEARNING AND TEACHER EDUCATION**

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**Abstract:**

Recently, the concept of social, emotional and ethical learning is gaining attention as teachers and schools shoulder the responsibility of holistic development of their students. SEE learning is an essential concept within education because it is a framework through which students acquire the skills necessary to navigate through School, working life and beyond also extended to foster values and competencies that lead to greater happiness and harmony for both individual and society at large. Its not merely about acquiring knowledge also about realizing their relevancy on a personal level and then deeply internalizing them.

This framework helps in developing self preservation, self control, relationship building and decision making. Keeping in view the urgency of the subject, teachers need to be oriented for SEE learning objectives. Here enters the role of Teacher Education institutions in orienting the would-be-teachers to teach three domains of SEE learning i.e Awareness, Compassion and Engagement each of these dimensions in personal, social and system domain. The present paper is an attempt to highlight the inclusion of SEE learning in Teacher Education program. Through curricular framework or other modes or mediums of Teacher Education. It even highlights SEE learning components reflected in the best practices of Sant Darbara Singh College of Education Lopon, Distt. Moga in Punjab; Guru Ram Dass B.Ed College, Jalalabad West, Distt Ferozepur in Punjab and Kenway College of Education Abohar (Punjab).

**Keywords:** SEE learning components, Awareness, Compassion, Engagement, curricular framework and Teacher Education program.

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**Introduction:**

SEE learning owes its existence to those pioneers, researchers and educators who creatively explore what education should work in order to flourish present and future generations. It refers to innovative work done in social and emotional learning and other educational initiatives that strive for the holistic development of the learner. SEE learning is based on the work done by SEL community. In addition, it tries to incorporate the elements of ethical development. It includes an emphasis on cultivating the skill of attention, focus on ethics focus on increasing awareness of interdependence and systems and critical thinking. World is being a smaller entity because of technological advancements. It intends to serve across countries and cultures internationally irrespective to religion, culture or traditions. It is based on secular ethics. It aims at facilitating emotional and



ethical literacy along with the academic literacy. It is a perspective that aims to promote behaviours that are conducive to the well being of all.

**Dimensions and Domains:**

SEE learning is based on three dimensions which broadly encompass the types of knowledge and competencies. It tries to foster in students- Awareness, Compassion and Engagement. All these three dimensions work in three domains that is- Personal, Social and Systems. The framework takes into account the work of Social and Emotional Learning. It also has a focus on self and others along with a focus on interdependence and systems.

**Teacher Education:**

Education is the natural, harmonious progressive development of man's innate powers. It has strong association with culture and traditions of society. It is one of the significant factors instrumental to the development of a country. We are the second largest population in the world. We also have one of the largest systems of education ranging from early childhood education to higher education. Education itself is the basic human right and a tool to make us sensitive about issues and problems. It is one of the most important factors influencing the development of a nation. It is the key to all round human development. Man is a social being. A great nation is the product of society where as society also depends upon its individuals for its development. A nation's economic, social and cultural progress is determined by the educational development of its citizens. For such an educational system, we require efficient teachers. It is well known saying that teacher is the national builder. Teacher is an integral part of education. He continues through the ages as a central figure to guide and build the destiny of the country and mankind. "The society by and large looks up to the teacher as a pathfinder, pole-star or lighthouse to carry the torch of learning forward and to alleviate men and women and distress and depression towards higher levels of thought and action in morality and intellect." The concern of the teacher is to make a learning society by providing education from the womb to the tomb. That is way R. N. Tagore says, "A teacher can never truly teach unless he himself continues to learn himself"

Teacher education is not only preparing the teacher how to teach. It is needed for kindling the initiative of the teacher, for keeping it alive, for minimizing the evils of "hit and miss" process and for saving time, energy, money and trouble of the teacher and the taught. It is also a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. So teacher education is that knowledge, skill and ability which is relevant to the life of "teacher as a teacher". It is important as efficient teachers can shape an efficient Scenario of future society. Education and Literacy are the two most important factors affecting the progress of a nation. It is such an important indicator that it has been agreed upon and focused by a collective of nations as the second most important Millennium Development Goal out of the eight goals related to poverty, health, women empowerment, environment sustainability and Global Partnership for Development.

**Nature and objectives of Teacher Education: -**

Teacher education is a continuous process and its pre-service and in-service components are complimentary to



each other. It is based on the theory that Teachers are made, not born, in contrary to the assumption, Teachers are born, not made. It is broad and comprehensive. It is a system that involves an interdependence of its Inputs, Processes and Outputs. The root of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness. For that reason, teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called tricks of the trade. Teacher education has to become more sensitive to the emerging demands from the society. Followings are the major objectives of teacher education

- Main objective of Teacher Education is to develop a good command of the subject matter of the assignment.
- To develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional
- To provide opportunities for understanding self and others; developing the ability for self atmosphere. The teacher should develop a capacity to do, observe, infer and to generalize.
- To understand the child psychology so that the teacher is able to appreciate the difficulties experienced by children so as to bring about new modes and methods of achieving the goals in consonance with the reactions of the children.
- To provide opportunities for understanding self and others; developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- To develop proper attitudes towards teaching as a result of which he will be able to maximize the achievements from both the material and human resources.
- To understand the significance of individual differences of child and to take appropriate steps for their optimum development.
- To provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft and story-telling etc.
- Development of the ability to give direct satisfaction of parents from the achievement of children in terms of proper habits of taking care of the body, proper attitudes reflected in the behavior of the children at home, in the school and in community also.

Hence, 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. The American Commission on Teacher Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.”

#### **Discussion:**

There are so many professions in our modern world and this will multiply in the next decades. We can only improve the quality of life through the quality of teacher and academic education worldwide for our next



generation if we provide our Teacher Educators with the required skills, knowledge, experiences and technology. Numerous of the reputed universities and colleges have lost their eminent positions. Only a few manage to maintain their status and dignity in an environment of complex socio-economic pressures and worldwide and digital changes in approaches to the educational process. New roles of the teaching-learning process have been derived from the concept of knowledge society at all educational levels. In the perspective of the digital as well as knowledge societies a new frame of teacher education needs to be defined which must have emphasis on SEE Learning as an approach to teaching. The current level of the teaching-learning technology development provides opportunities for collaborative engagement, access to information, interaction with content and individual empowerment. Rapid changes in digital world enable Teachers Educators and academic teachers to move from traditional classroom activities to smart classrooms, or online activities in the traditional classrooms. Teachers Educator is pivotal in supporting such educational transformation. Only the Teachers Educator equipped with SEE Learning tools can develop those skills and capabilities required for building a knowledge society founded on holistic development. Therefore, the Teacher Educator needs to be transformed first by orienting him in the latest pedagogies and empowering them to develop relevant competencies and capabilities among learners. Accordingly, a solution to such a problem is not found using the old and time taking approaches of the society suffering from Corruption, Illiteracy, Casteism, Communalism, Regionalism, Language and political Conflicts, Poverty, Ignorance, Divides and underdevelopment. Logically, the solution has to be based on future scenario of the connected society and should overcome the discontinuity encountered during the transition from the industrial to the digital age when old processes disappear and new processes takeover. It is possible only with the use of digital platform for next decade generation which will enable us to create our own approaches and socio- technological solutions to our problems. There is great possibility of modern generation to be lost on this way if we fail to provide Social Emotional and Ethical base to our young generation.

#### **Major Problems in Present scenario of Teacher Education:**

In Present scenario the issue of Teacher Education quality has become critical. Teacher preparation has been a subject of discussion at all levels, from the central and state governments, ministries, schools, colleges, universities, regulatory bodies, community and to teachers themselves. In our country where with constrained resources, the successful effort to increase access to basic education has often led to declining due to quality of teachers' education. In India, there are various problems and issues plaguing the system of teacher education.

- Several types of teacher education institutions have not proper Infrastructure. Numerous of the teacher education institutions are being run in rented buildings without any facility for an experimental school or laboratory, library, ICT and other equipment's necessary for a good teacher education department.
- Lacking of faculty to teach pupil teachers according to curriculum, institutions have paper based faculty only for few months.
- Financial condition of the teacher education colleges is Unhealthy. Objectives of teacher education not understood.
- Macro Teaching Practice neither adequate nor properly conducted.



- Most of faculties do not have the essential motivation and an academic background for a well deserved entry in the teaching profession.
- Negative attitude of college managements towards teaching and non-teaching staff.
- Lack of dedication towards the profession and occupational perception.
- Monitoring of colleges by the authorities like university visiting team is paper based only.
- Class, caste, religion and gender based teacher education institutions are some of the problems in the body politic of the society which misguide the youth.
- A large number of teacher training institutions do not practice what they preach.
- Population explosion, unemployment, diversity and communal tension are various social problems issues that today our nation is confronting.
- Several colleges of teacher education are not following the NCTE norms in reference to infrastructure, faculty recruitment procedure and time table etc.
- The powerful lobby of private education institutions has their way in running their teacher education shops to sale and buy the products.
- There is a considerable pause between the demand and supply of teachers. This has created the problems of unemployment and underemployment.
- The salary of teacher educators in private education institutions is very low in the comparison of basic amount in the government scale.

Kothari commission (1964-66) remarks "The destiny of India is being shaped in its classrooms." No doubt education plays a significant role in nation's development but the quality of education is greatly determined by the excellence of teachers, therefore, more efforts are need to improve the quality of teacher education. The NCF 2005, requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his/her knowledge. Education is not a mechanical activity of information transmission and teachers are not information dispensers. But In Present scenario, teachers and teacher educators have become vending machines that have no sense of product.

#### **Future Prospects of Teacher Education in India:**

Teacher education is a universal line of work that needs to be understood properly. It is necessary to grasp a universal perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times. Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in next decade than it has been in the present years. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the next decade's school environment.

#### **Suggestions for Improving the Condition of Teacher Education from the perspective of SEE Learning:**

For dynamic teacher education in the 21st century digital world, teacher education institutions must design



programmes that would help prospective teachers to know and understand deeply; a wide range of things about teaching and learning and in their social, emotional and ethical contexts. The curriculum should take cognisance of the ever-changing needs of society, the universal scenario, the advancement and proliferation of technology and the way traditional classroom teaching is losing grounds for distance-virtual learning (Allen and Thomas, 2000; Kantrowitz et al, 1987). Teachers should be trained on the state-of-the-art hard and soft ware that will become common in the smart and digital classrooms. Training in technology should include telecommunications, satellite access, social sites, networking, the internet, video- conferencing and digital components as well as optical technology. These technologies will permit the teacher educators and pupil teachers to feel comfortable and teach effectively and efficiently. There are some suggestions here for improving the condition of teacher education:

- The central and state governments' agencies concerned must take immediate effective measures to prevent rapid deterioration in teacher education.
- Teacher education, like higher education and technical education must be the responsibility of the central government. Means higher education should be in Union List not in Concurrent or state List as it was before 1976.
- Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration, faculty qualification and services, qualification of management and timings of the programme.
- Curriculum development and design on a continuing basis to keep pace with current trends as well as technology.
- Central Government should look after the financial requirements of the teacher education institutions.
- Teacher educators must be well experienced with language proficiency.
- The reference books, journals, magazines and other reading material are not available in Hindi and other regional languages so availability for such study material should be made for Pupil- Teachers and Teacher Educators which can make the teaching learning process more effective, flexible and creative.
- Teacher educators to be trained for digital and smart classrooms along with SEE Learning techniques.
- The Stumpy teacher education institutions should be reformed or closed.
- The two key players in teacher education are the Pupil-teachers and teacher educators. The selection of both is very important for making successful teachers, who are responsible for the education of millions.
- More emphasis should be given on practice teaching and community welfare by the pupil teachers till mastery is reached with appropriate feedback.
- Pupil-teachers must be exposed to the full functioning of the school.
- Evaluation in teacher education should be objective, reliable and valid.
- Ratio of Teacher Educator and pupil-teachers should be ideally 1:10 or 1:15.
- Several types of co-curricular activities and community welfare should be done by the staff and pupil-teachers of institutions and these activities should be merged in appraisal.



- Refresher course in latest trends in education should be organized frequently for teacher educators and management of institutions by NCTE, UGC and University.
- Special innovative activities like seminars, Workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching-learning process in various fields.
- Research in teacher education should be encouraged through central entrance exam like NEET.

The new directions in teacher education and training should take cognizance so that teachers are prepared to play multiple roles and take their rightful positions in the teaching-learning environment to face these challenges confidently. Consequently, the world is fast transforming in to a large global connected community. We are changing from an industrial society towards a new society digital or Information or Knowledge Society. Teacher Education, as an accepted tool of social change and reconstruction, is in the center of this accelerated process of social and cultural change. It has to help in shaping the futures- supporting in the emergence of new knowledge based society. The Teacher Education system has therefore to develop its models of Teacher Education that would take into account the emerging future scenario of connected societies and create a digital infrastructure that would support development and transformation processes towards the future knowledge society. Such a system of Teacher Education would be a trans-mode education with digital infrastructure and with connected communities of Pupil teachers and Teacher Educators with appropriate competencies and capabilities to create a new knowledge society for next generation.

#### **Conclusion:**

We are marching fastly towards robotic age. Artificial Intelligence is becoming order of the day. Technologically we surpassing the borders and boundaries but we becoming bankrupt at social, emotional and ethical level . Nuclear families have taught us to self sufficient. Mobiles in our hands have made us realise that we can be happy without family and friends. We are losing faith in our basic values. All this will deprive us from our age old qualities of well-being. A midst such a gloomy scenario Teachers are entrusted with a great responsibility to set things right. Teacher Educators can facilitate Pupil-Teachers to take responsibility for mapping out their own learning pathways throughout life. Teacher Educators should be able to take charge of their own learning pathways too. No nation develops beyond the quality of its education system, which is highly dependent on the quality of its Teacher Educators who creates trained teachers for next generation. Teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally and ethically way of life. The globalisation concept, if taken into account, would require that Teacher Educators and teaching should be recognised like all other professions and acquisition of knowledge as well as professional skills. Teacher Educators should be registered under a universal council of incorporated teacher registration body to allow for easy mobility of teachers across national and state boundaries. The digital revolution, the knowledge economy and globalization are greatly influencing the Teacher Education of next generation society. In order to prepare the new era Teacher Educators the system of teacher education has to adapt new challenges faced by the system. Systemic changes have to be made to prepare the global Teacher Educators. These could be in the form of infrastructure, facilities, selection,



recruitment and retention of competent human resources, adopting and training in new technologies, and upgrading the curriculum. Consequently, no teacher education program can prepare Teachers Educators for all the situations that they will come across. Teacher Educators themselves will make the final decisions from among many alternatives in future Prospects of Teacher Education. Co-operative teaching learning process in teacher education can instil in future Teacher Educators the value of social interactions. Teacher Educator is the main catalytic agent for introducing desirable changes in the teaching learning process as well as national development; all attempts need be made for motivating Teacher Educators to become innovative, techno-friendly, competence and creative. We have to formulate the system more and more transparent, applicable, flexible, free from corruption and active to improve the quality in teacher education.

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**Internet Resources:**

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