



# TAXONOMY OF TEACHER EDUCATION: EXCELLENCE VS. REALITY

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**Abstract:** The pedagogical standpoint within this taxonomy highlights the importance of how teachers are taught to teach. It ensures that teacher education programs not only provide aspiring educators with content knowledge but also equip them with the necessary pedagogical skills, classroom management techniques, and strategies for effective teaching. In doing so, taxonomy bridges the gap between theory and practice, ensuring that educators are well-prepared to meet the diverse needs of their students.

Teacher Education is being lighted by its practical and pedagogical perspectives. But practicality is next to impossible without its theoretical understanding and that is the basic source of exploring taxonomy in terms of its objectives to visualise it in three domains in Teacher Education 1. Knowledgebase for Teacher Education 2. Human Development for Teacher Education 3. Competency for Teacher Education and qualitative methodology have been used to make it a reality.

**Key Words:** Taxonomy of Teacher Education , Knowledgebase, Human Development and Competency.

## **Introduction:**

The emergence of taxonomy in teacher education represents a sliding development that addresses both the disciplinary demands of the field and its critical pedagogical standpoint. This taxonomy serves as a structured framework, systematically organizing the multifaceted aspects of teacher education to enhance its effectiveness and relevance.

In the realm of teacher education, the disciplinary demand for taxonomy stems from the complex nature of preparing the future generations. Teacher education is a dynamic field with a wide range of components, from curriculum design and pedagogical approaches to assessment and professional development. By categorizing and classifying these components, taxonomy offers a systematic approach to comprehending and steering the intricacies of teacher preparation.

This introduction underscores the significance of taxonomy in teacher education as a means to harmonize the disciplinary intricacies with the pedagogical imperatives, ultimately leading to the cultivation of highly competent and effective teachers. It is a tool that offers structure and direction, facilitating the development of exceptional educators who are capable of delivering high-quality instruction in today's diverse and ever-evolving educational landscape.

## Objectives of the Study:

- 1 To find out Taxonomy of Teacher Education.
- 2 To elaborate various components of Taxonomy with respect to various domain.

**Methodology:** The study based on qualitative research and basically documentary analysis have been done to explore the objectives.

### Background Study: Bloom's Taxonomy of educational objectives

Bloom's Taxonomy of Educational Objectives is a hierarchical framework developed by Benjamin Bloom and his colleagues in the 1950s. It classifies educational goals and objectives into a hierarchy of cognitive levels, providing a structured way to think about and articulate different levels of thinking and learning. Bloom's Taxonomy is widely used in education and instructional design to guide curriculum development, assessment, and instructional strategies. The original taxonomy has six levels, arranged in order of increasing cognitive complexity:

- I **Knowledge:** The lowest level of cognitive complexity, this level involves the recall of factual information, concepts, or terms. It focuses on the ability to remember previously learned material.
- II **Comprehension:** This level involves a deeper understanding of information. It goes beyond mere recall and requires students to interpret, explain, or rephrase information in their own words.
- III **Application:** At this level, students apply what they have learned to solve problems or address real-world situations. They take the knowledge and comprehension gained in the previous levels and use it in new contexts.
- IV **Analysis:** Analysis requires breaking down information into its component parts and understanding the relationships between them. Students at this level identify patterns, connections, and underlying structures in the information.
- V **Synthesis:** Synthesis involves the ability to create new ideas, concepts, or models by combining or rearranging existing knowledge. It requires a high level of creativity and problem-solving.
- VI **Evaluation:** The highest level of Bloom's Taxonomy, evaluation involves making judgments about the value or quality of ideas, methods, or materials. Students at this level critically assess information and make informed decisions

Bloom's Taxonomy is often depicted as a pyramid, with each level building on the foundation of the previous one. It is essential in curriculum development and instructional planning as it helps educators set clear learning objectives, select appropriate assessment methods, and design instructional activities that align with the intended cognitive level. By using Bloom's Taxonomy, educators can ensure that learning experiences promote higher-order thinking and deep understanding, rather than just memorization or superficial learning. Over the years, educators have adapted and revised Bloom's Taxonomy to make it more relevant and applicable to modern educational practices.

## **Bloom's Taxonomy versus Taxonomy in Teacher Education**

Bloom's Taxonomy and Taxonomy in Teacher Education are related concepts, but they serve different purposes and are applied in distinct contexts within the field of education. Here's how they differ:

### **Purpose and Scope:**

**Bloom's Taxonomy:** It is a framework that classifies cognitive learning objectives and outcomes, focusing on the cognitive processes that students use to learn. It provides a hierarchy of cognitive levels, from basic recall to higher-order thinking skills, to help educators set clear learning objectives and design assessments and instructional activities.

**Taxonomy in Teacher Education:** This refers to a structured framework used to classify and organize the components, elements, and dimensions specific to teacher education. It encompasses a broader range of aspects, including curriculum design, pedagogical approaches, teacher competencies, professional development, and research in the field of teacher education.

### **Hierarchy:**

**Bloom's Taxonomy:** It consists of six hierarchical cognitive levels, starting from knowledge (recall) at the lowest level and progressing to evaluation (making judgments) at the highest level.

**Taxonomy in Teacher Education:** It does not follow the hierarchical structure of cognitive levels. Instead, it categorizes and organizes various aspects of teacher education programs and practices, including curriculum, pedagogy, and teacher preparation.

### **Application:**

**Bloom's Taxonomy:** It is primarily used for curriculum development, instructional design, and assessment in a general educational context to specify learning objectives and guide teaching and evaluation practices.

**Taxonomy in Teacher Education:** It is specifically used within the field of teacher education to structure and classify components and dimensions unique to teacher preparation programs, including curriculum design, pedagogical strategies, teacher competencies, and professional development.

### **Content:**

**Bloom's Taxonomy:** It focuses on the cognitive aspects of learning, emphasizing thinking skills, knowledge acquisition, and the development of critical and creative thinking abilities.

**Taxonomy in Teacher Education:** It encompasses a broader range of components, including curriculum design, instructional methods, teacher preparation, and the professional development of educators. It addresses the complexities and nuances of teacher education specifically.

Bloom's Taxonomy is a well-established framework for classifying cognitive learning objectives and thinking skills, primarily used in curriculum design and assessment across various educational domains. In contrast, Taxonomy in Teacher Education is a more comprehensive classification system that focuses on the specific elements and dimensions of teacher preparation and development, including curriculum design, pedagogy, and teacher competencies. It is used to structure and organize the components unique to the field of teacher education.

## **A qualitative replacement of Taxonomy of Bloom into Teacher Education**

A qualitative replacement of Bloom's Taxonomy in the context of Teacher Education could involve the development of a new taxonomy tailored to the unique requirements and aspects of teacher preparation programs. Such a taxonomy would focus on the competencies, skills, and knowledge that aspiring educators need to excel in the classroom and address the challenges of modern education. Here's a proposal for a Qualitative Taxonomy in Teacher Education:

- i **Foundational Knowledge:** This level emphasizes the acquisition of essential content knowledge in subjects relevant to the teacher's field. It includes understanding subject matter, curriculum standards, and educational theory.
- ii **Pedagogical Proficiency:** At this level, teacher candidates develop expertise in instructional strategies, classroom management, and assessment techniques. They should be able to apply these strategies effectively.
- iii **Cultural Competence:** Cultural competence is vital in diverse classrooms. This level focuses on the ability to create inclusive and culturally responsive learning environments, understanding the diverse needs and backgrounds of students.
- iv **Reflective Practice:** Reflective practice is critical for continuous improvement. This level involves the ability to reflect on one's teaching, analyze the impact of instructional choices, and make adjustments based on feedback and self-assessment.
- v **Classroom Leadership:** Effective teachers need leadership skills to manage the classroom and engage students. This level encompasses classroom management, establishing a positive classroom culture, and fostering student motivation.
- vi **Professional Ethics:** Teacher candidates must demonstrate ethical behavior, integrity, and professionalism. This level focuses on ethical decision-making, adherence to codes of conduct, and professional responsibility.
- vii **Adaptive Teaching:** In today's rapidly changing educational landscape, teachers must adapt to new technologies and pedagogical approaches. This level emphasizes adaptability, innovation, and the ability to meet the evolving needs of students.
- viii **Collaborative Learning:** Collaboration is key in education. This level involves the ability to work effectively with colleagues, parents, and the community to support student learning.
- ix **Lifelong Learning:** Teachers must commit to ongoing professional development and lifelong learning. This level focuses on staying current with educational research and continuously improving teaching skills.

This Qualitative Taxonomy in Teacher Education is designed to address the specific competencies and skills required by educators and acknowledges the ever-evolving nature of teaching. It offers a structured framework for teacher education programs to define learning objectives, design assessments, and guide instruction to prepare educators for the complexities of modern classrooms effectively.

### **A. Cognitive Domain may be replaced as Knowledge base of Teacher Education**

The Cognitive Domain in the context of teacher education, particularly regarding knowledge-based learning, encompasses the intellectual skills, cognitive processes, and knowledge acquisition that teacher candidates need to effectively prepare for the teaching profession to develop knowledge. This domain is integral to teacher education as it lays the foundation for understanding subject matter, pedagogical practices, and the complexities of educational environments. Here's how the cognitive domain relates to knowledge-based learning in teacher education:

- i **Knowledge Acquisition:** The cognitive domain addresses the first level of Bloom's Taxonomy, which is "knowledge." Teacher candidates must acquire in-depth subject matter knowledge in the areas they will be teaching. This includes a deep understanding of the content they will deliver to students.

- ii **Understanding and Comprehension:** Beyond mere knowledge, teacher candidates are expected to comprehend and understand the content they will be teaching. They need to be able to explain complex concepts in ways that students can grasp, making this an essential component of knowledge-based learning.
- iii **Critical Thinking and Analysis:** In teacher education, critical thinking and analytical skills are crucial. Teacher candidates should be able to analyze content, identify underlying principles, and discern the connections between different concepts. This enables them to explain content from multiple perspectives and address student questions effectively.
- iv **Pedagogical Knowledge:** Knowledge-based learning also extends to pedagogical content knowledge. Teacher candidates need to understand how to teach their subject matter effectively. This includes knowing various teaching strategies, instructional methods, and assessment techniques that align with the content they teach.
- v **Research Orientation:** Teacher education encourages an understanding of the importance of research orientation in the field of education. Teacher candidates should develop the skills to engage with educational research, critically assess educational literature, and apply research findings to improve their teaching practice.
- vi **Cultural Competence:** Teacher candidates should learn about diverse student populations, cultural backgrounds, and individual learning needs. Knowledge-based learning in this context involves understanding the cultural diversity of students and adapting teaching approaches accordingly.
- vii **Professional Ethics:** Knowledge-based learning also encompasses an understanding of professional ethics and the ethical considerations that come with teaching. Teacher candidates should be aware of codes of conduct, ethical decision-making, and professional standards in education.

The Cognitive Domain, as applied to teacher education, goes beyond the acquisition of content knowledge. It includes the cognitive processes that underlie effective teaching, such as comprehension, analysis, critical thinking, and the ability to adapt teaching methods to meet the diverse needs of students. This comprehensive approach to knowledge-based learning in teacher education ensures that educators are not only well-versed in their subject matter but also capable of delivering it effectively and ethically to a diverse range of learners.

## **B. Affective Domain Human Development**

The Affective Domain in the context of human development refers to the emotional and attitudinal aspects of personal growth and maturation. It encompasses the development of emotions, values, attitudes, and beliefs, which play a significant role in shaping an individual's social and emotional well-being as they progress through various life stages. Understanding the relationship between the affective domain and human development is crucial in promoting emotional intelligence, social skills, and overall well-being. Here's how the affective domain relates to human development:

- i **Emotional Intelligence:** Affective development contributes to the growth of emotional intelligence. As individuals progress through life, they learn to identify and regulate their emotions, empathize with others, and navigate complex emotional situations.
- ii **Self-awareness:** Human development involves an increasing awareness of one's own emotions, values, and attitudes. This self-awareness allows individuals to better understand themselves and their interactions with the world around them.
- iii **Social Development:** The affective domain is closely tied to social development. Individuals learn to build and maintain relationships, express empathy, and collaborate with others as they grow and mature.
- iv **Values and Beliefs:** Personal values and beliefs often develop and evolve throughout an individual's life. The affective domain plays a significant role in shaping these values, which can influence an individual's decisions and actions.
- v **Moral Development:** Affective development is intertwined with moral development. Individuals progress from simple notions of right and wrong to more complex ethical reasoning, impacting their behaviour and decision-making.
- vi **Resilience and Coping Skills:** As people develop emotionally, they acquire resilience and coping skills, which are crucial for dealing with life's challenges, setbacks, and stressors.
- vii **Empathy and Compassion:** Affective development leads to the growth of empathy and compassion. Individuals become more attuned to the feelings and experiences of others, fostering positive and caring relationships.
- viii **Motivation and Engagement:** Affective growth also influences motivation and engagement in various aspects of life, including work, education, and personal interests.
- ix **Cultural Competence:** Individuals develop cultural competence by gaining an appreciation for diverse cultures and backgrounds, and by becoming more open to different perspectives and ways of life.
- x **Interpersonal Skills:** The affective domain is closely tied to the development of interpersonal skills. These skills include effective communication, active listening, conflict resolution, and collaboration with others.
- xi **Lifelong Learning and Personal Growth:** Throughout the lifespan, individuals continue to engage in learning and personal growth. The affective domain plays a role in fostering a growth mindset and a commitment to ongoing self-improvement.

Understanding the relationship between the affective domain and human development is critical for supporting individuals as they navigate the complexities of life. It contributes to emotional well-being, interpersonal effectiveness, and personal fulfillment, ultimately helping individuals lead more fulfilling and purposeful lives.

### **C. Psychomotor Domain Domain of Competency**

The Psychomotor Domain in the context of teaching competency relates to the development and application of physical skills, coordination, and motor abilities required for effective teaching. Teaching competency encompasses a wide range of knowledge, skills, and behaviours that educators need to excel in the classroom. The psychomotor domain specifically addresses the physical and practical aspects of teaching, which are

essential for engaging students and creating an effective learning environment. Here's how the psychomotor domain is related to the domain of teaching competency:

### **Categorizing Domain of Competency**

Categorizing domains of competency in teacher education is essential for providing a structured and comprehensive framework for teacher preparation programs. These competency domains cover the knowledge, skills, and dispositions that teachers need to be effective educators.

Understanding the relationship between the psychomotor domain and teaching competency is vital, as it highlights the practical, hands-on aspects of teaching that go beyond subject matter expertise. Effective educators need to master a combination of cognitive, affective, and psychomotor skills to create a dynamic and engaging learning environment that meets the diverse needs of their students.

### **Knowledge base in terms of Schulman:**

Lee Shulman, an influential educational researcher and scholar, introduced the concept of "Pedagogical Content Knowledge" (PCK) as a critical component of a teacher's knowledge base. Shulman's framework emphasizes the specialized knowledge that teachers require to effectively teach a particular subject or content area. Let's explore how knowledge in teacher education can be understood and categorized from the viewpoint of Shulman:

#### **Content Knowledge (CK):**

Content knowledge refers to a teacher's deep understanding of the subject matter they are teaching. It includes a comprehensive grasp of the core concepts, principles, theories, and facts within the discipline. This knowledge serves as the foundation for effective teaching.

#### **Pedagogical Knowledge (PK):**

Pedagogical knowledge encompasses general teaching strategies and techniques that are applicable across various subject areas. This knowledge includes classroom management, assessment methods, lesson planning, and the ability to convey information clearly.

#### **Pedagogical Content Knowledge (PCK):**

PCK is at the heart of Shulman's framework. It involves the intersection of content knowledge (CK) and pedagogical knowledge (PK). PCK represents an understanding of how to teach a specific content area effectively. It includes the ability to explain complex concepts in ways that are accessible to students, the use of appropriate examples and analogies, and the identification of common misconceptions within the subject matter.

#### **Knowledge of Learners (KL):**

Knowledge of learners refers to an understanding of the students in the classroom, including their diverse backgrounds, learning styles, abilities, and needs. Effective teachers tailor their instruction to meet the individual and collective needs of their students.

**Curriculum Knowledge (Cur K):**

Curriculum knowledge involves familiarity with the educational standards, curriculum materials, and instructional resources relevant to the subject area. This knowledge enables teachers to align their instruction with established guidelines and to select appropriate materials for teaching.

**Contextual Knowledge (CK):**

Contextual knowledge relates to the broader educational and socio-political context in which teaching occurs. Teachers must be aware of educational policies, cultural influences, and societal factors that impact their teaching and their students' learning experiences.

**Reflective Practice:**

Reflective practice involves an ongoing process of self-assessment and self-improvement. It allows teachers to critically evaluate their own teaching methods, identify areas for growth, and make adjustments based on their experiences and observations.

Understanding the knowledge base of teacher education through Shulman's framework helps to categorize and prioritize the different types of knowledge that teachers need to be effective in their roles. It underscores the importance of not only knowing the subject matter but also understanding how to teach it in ways that engage students and promote meaningful learning. Additionally, it emphasizes the need for contextual awareness and reflective practice to adapt to evolving educational contexts and the changing needs of learners.

**Knowledge base in terms of Habermas:**

Jürgen Habermas, a German philosopher and sociologist, is known for his critical theory and his work on communicative action and discourse ethics. His perspective on teacher education focuses on the role of communication, critical thinking, and democratic values. To understand and categorize the knowledge base of teacher education from the point of view of Habermas, several key elements can be considered:

**Analytical Knowledge:**

Analytical knowledge focuses on the empirical and scientific understanding of phenomena. In teacher education, this mode of knowledge includes the study of educational theories, cognitive development, and empirical research on effective teaching methods. It emphasizes the importance of evidence-based practices and the ability to critically analyze educational data and some of the focal points are given below:

- i **Educational Psychology:** Understanding the cognitive and emotional development of students, learning theories, and principles of motivation.
- ii **Curriculum Analysis:** Examining curriculum materials, instructional design, and the alignment of teaching practices with learning objectives.
- iii **Assessment and Data Analysis:** Learning to assess student progress, interpret assessment data, and make data-informed decisions.



### **Hermeneutic Knowledge:**

Hermeneutic knowledge emphasizes interpretation, understanding, and the development of meaningful relationships. In teacher education, it involves understanding the nuances of pedagogical approaches, communication, and the diverse perspectives of students. This mode of knowledge encourages teachers to connect with students on a deeper level and facilitate meaningful learning experiences.

- i **Cultural Awareness:** Recognizing and respecting cultural diversity, including languages, traditions, and worldviews.
- ii **Interpersonal Communication:** Developing effective communication skills for building trust, rapport, and collaboration with students, parents, and colleagues.
- iii **Student-Centered Teaching:** Emphasizing the importance of tailoring instruction to meet the individual needs and interests of students.

### **Critical Knowledge:**

Critical knowledge focuses on societal and ethical aspects of education. In teacher education, it involves a critical examination of the broader educational context, social issues, and ethical considerations. Teachers with critical knowledge are prepared to engage in social justice education, address inequalities, and advocate for equitable opportunities for all students.

- i **Social Justice Education:** Understanding the concept of social justice, its role in education, and how to address systemic inequalities in the classroom and society.
- ii **Ethical Decision-Making:** Developing the ability to make ethically sound decisions in the classroom and navigate ethical dilemmas.
- iii **Advocacy for Equity:** Preparing teachers to advocate for the rights and equitable educational opportunities of all students, including those from marginalized backgrounds.

These three modes of knowledge, according to Habermas, form a comprehensive foundation for teacher education. Analytical knowledge provides the empirical and scientific underpinning, Hermeneutic knowledge encourages meaningful relationships and understanding, and Critical knowledge prepares educators to engage with ethical and societal issues in education. By integrating these modes, teacher education programs can produce educators who are not only well-informed but also empathetic, culturally sensitive, and equipped to engage in critical dialogue and social change within the educational context.

### **Some reflections on view point of Habermas:**

- **Communicative Competence:** Habermas emphasizes the importance of communicative competence in teacher education. Teachers should possess the knowledge and skills to engage in effective communication with students, colleagues, and parents. This includes the ability to facilitate meaningful dialogues, active listening, and fostering open and respectful communication in the classroom.
- **Critical Pedagogy:** In line with critical theory, Habermas encourages a critical pedagogy that equips teachers with the knowledge and skills to help students think critically about societal issues, power dynamics, and social injustices. Teachers should be prepared to facilitate discussions on important social, political, and ethical topics.

- **Dialogic Teaching:** Habermas promotes dialogic teaching, where teachers engage students in open and democratic dialogues. This approach fosters the exchange of ideas, diverse perspectives, and the development of critical thinking skills.
- **Democratic Values:** The knowledge base of teacher education, according to Habermas, should include an emphasis on democratic values and principles. Teachers should be well-versed in the concepts of democracy, human rights, and social justice, and they should instill these values in their students.
- **Ethics and Moral Education:** Teachers should have a solid understanding of ethics and moral education. They should be able to guide students in moral decision-making and ethical behavior, facilitating discussions on ethical dilemmas and personal values.
- **Interdisciplinary Learning:** Habermas encourages an interdisciplinary approach to teacher education. Teachers should be familiar with a wide range of subjects and be able to connect and integrate knowledge from different disciplines to provide a holistic and well-rounded education.
- **Professional Collaboration:** The knowledge base should encompass skills related to professional collaboration and teamwork. Teachers should be prepared to work collaboratively with colleagues, specialists, and support staff to provide the best possible education for students.
- **Cultural Sensitivity:** Understanding diverse cultural backgrounds and perspectives is crucial in teacher education, according to Habermas. Teachers should be culturally sensitive and prepared to create inclusive learning environments.
- **Lifelong Learning:** Habermas highlights the importance of teachers being committed to lifelong learning and professional development. The knowledge base should include an awareness of the evolving nature of education and the need to stay current with research and best practices.
- **Research and Critical Inquiry:** Habermas values research and critical inquiry as foundational in teacher education. Teachers should be equipped with the skills to critically analyze educational research, develop their own research, and continually question and improve their practices.

Understanding teacher education from the point of view of Habermas emphasizes the central role of communication, critical thinking, and democratic values in the teaching profession. It underscores the importance of preparing educators to be effective communicators, critical thinkers, and advocates for democratic and ethical principles in the classroom and society.

### **Some reflections on view point of Deng and Luke:**

Here's an overview of their concepts of disciplinary, practical, and experiential knowledge:

#### **i   Disciplinary Knowledge:**

Deng and Luke recognize disciplinary knowledge as the foundation of teacher education. Disciplinary knowledge refers to the subject matter expertise in a specific academic discipline or content area that teachers are expected to teach. This knowledge is often acquired through formal education and is based on the theories, concepts, and principles of a particular field. In teacher education, developing strong disciplinary knowledge is crucial because teachers need a deep understanding of the content they are teaching to effectively convey it to students. It serves as the academic underpinning of teaching and informs how teachers structure their curriculum and design instructional materials.

ii **Practical Knowledge:**

Practical knowledge, according to Deng and Luke, encompasses the skills, strategies, and pedagogical techniques that teachers need to implement disciplinary knowledge effectively in the classroom. This knowledge involves understanding how to translate theoretical concepts into practical and accessible learning experiences for students. Practical knowledge includes classroom management, lesson planning, assessment strategies, and the ability to adapt teaching methods to diverse learners. It is about applying theoretical knowledge in a real teaching context and involves the art and craft of teaching.

iii **Experiential Knowledge:**

Experiential knowledge, as posited by Deng and Luke, is acquired through the lived experiences of teachers in the classroom. It is a form of knowledge that develops over time as educators reflect on their teaching practice, learn from their successes and challenges, and refine their instructional methods. Experiential knowledge is highly context-specific and personal, as it is shaped by the unique interactions and observations that occur in the classroom. It can lead to the development of practical wisdom, where teachers make informed decisions based on their accumulated experience.

Deng and Luke's framework recognizes the interplay between disciplinary, practical, and experiential knowledge in teacher education. Disciplinary knowledge provides the foundation, practical knowledge informs the application of that knowledge in the classroom, and experiential knowledge deepens an educator's understanding and effectiveness over time. This holistic approach to teacher knowledge acknowledges the complexity of the teaching profession and the need for teachers to continually develop and refine their skills and expertise throughout their careers.

### **Categorizing Human development –Domain-2**

Categorizing the Affective Domain in the context of human development involves breaking down the emotional and attitudinal aspects of personal growth and maturation into specific categories. This helps in understanding how various emotional and attitudinal elements contribute to an individual's development. Here's a categorization of the affective domain in relation to human development:

i **Emotional Awareness:**

Understanding and recognizing one's own emotions, as well as the ability to express and communicate them effectively. This category includes emotional intelligence and self-awareness, which are fundamental to personal growth.

ii **Empathy and Compassion:**

The capacity to understand and share the feelings of others, as well as the ability to demonstrate care and kindness. Empathy and compassion play a critical role in building positive relationships and supporting others in their development.

iii **Values and Beliefs:**

Developing a set of personal values, beliefs, and principles that guide one's behavior and decision-making. This category includes moral development and the formation of a personal value system.

- iv **Moral Development:**  
The progression of ethical reasoning and moral decision-making. This category encompasses the understanding of right and wrong and the ability to make ethical choices.
- v **Resilience and Coping Skills:**  
Building the capacity to bounce back from adversity and effectively cope with life's challenges. This category includes stress management, problem-solving, and adaptability.
- vi **Motivation and Engagement:**  
Fostering intrinsic motivation, enthusiasm for learning, and a sense of purpose. This category involves finding and maintaining one's passion and commitment to personal and academic growth.
- vii **Interpersonal Skills:**  
Developing effective communication, active listening, conflict resolution, and collaboration with others. These skills are essential for building and maintaining healthy relationships and supporting personal development.
- viii **Self-Concept and Self-Esteem:**  
Forming a positive self-image, self-acceptance, and self-worth. This category encompasses self-confidence and a healthy self-concept.
- ix **Social and Emotional Learning (SEL):**  
Acquiring the skills and knowledge related to recognizing and managing emotions, making responsible decisions, building positive relationships, and setting and achieving goals. SEL programs are often implemented in educational settings to support human development.
- x **Mindfulness and Emotional Well-Being:**  
Developing mindfulness and emotional well-being practices that promote mental health and self-care. This category includes activities like meditation, yoga, and relaxation techniques.

Categorizing the affective domain in human development provides a structured approach to understanding the emotional and attitudinal aspects that contribute to personal growth and well-being. These categories reflect the complex interplay between emotions, attitudes, values, and interpersonal relationships in an individual's developmental journey.

### Domain of Competency- Domain-3

Categorizing domains of competency in teacher education is essential for providing a structured and comprehensive framework for teacher preparation programs. These competency domains cover the knowledge, skills, and dispositions that teachers need to be effective educators. Here are some common domains of competency in teacher education:

Sl.No.	Domain of Competency	Description
1.	<b>Pedagogical Knowledge and Skills:</b>	<ul style="list-style-type: none"> <li>• <b>Subject Matter Pedagogy:</b> The ability to translate subject-specific knowledge into effective teaching methods.</li> <li>• <b>Instructional Strategies:</b> Competence in employing various teaching techniques and strategies to engage students and promote learning.</li> <li>• <b>Classroom Management:</b> Skills for creating a positive and well-organized learning environment.</li> <li>• <b>Differentiation:</b> Adapting instruction to meet the diverse needs of students, including those with disabilities or diverse backgrounds.</li> <li>• <b>Assessment and Evaluation:</b> Designing and using various assessment tools to gauge student learning and adjust instruction accordingly.</li> </ul>
2.	<b>Content Knowledge:</b>	<ul style="list-style-type: none"> <li>• Deep knowledge of the subject(s) they will teach.</li> <li>• Understanding of the curriculum and how to align instruction with learning objectives.</li> </ul>
3.	<b>Educational Theory and Practice:</b>	<ul style="list-style-type: none"> <li>• Knowledge of educational theories and their practical applications.</li> <li>• Understanding of educational psychology and how students learn.</li> </ul>
4.	<b>Cultural Competence:</b>	<ul style="list-style-type: none"> <li>• Awareness and respect for diverse cultures and backgrounds.</li> <li>• The ability to create an inclusive and culturally responsive classroom.</li> </ul>
5.	<b>Communication and Collaboration:</b>	<ul style="list-style-type: none"> <li>• Effective communication with students, colleagues, and parents.</li> </ul>

		<ul style="list-style-type: none"> <li>• Collaboration with other educators, support staff, and community stakeholders.</li> </ul>
6.	<b>Technology Integration:</b>	<ul style="list-style-type: none"> <li>• Proficiency in integrating technology into instruction.</li> <li>• Digital literacy and the use of educational software and online resources.</li> </ul>
7.	<b>Classroom and Behaviour Management:</b>	<ul style="list-style-type: none"> <li>• Strategies for maintaining a positive classroom environment and managing student behaviour effectively.</li> </ul>
8.	<b>Assessment and Data Analysis:</b>	<ul style="list-style-type: none"> <li>• Ability to create and administer assessments.</li> <li>• Analysing assessment data to inform instructional decisions and meet individual student needs.</li> </ul>
9.	<b>Professional Ethics and Dispositions:</b>	<ul style="list-style-type: none"> <li>• Ethical and professional conduct in all interactions with students and colleagues.</li> <li>• A commitment to lifelong learning and professional growth.</li> </ul>
10.	<b>Reflective Practice:</b>	<ul style="list-style-type: none"> <li>• The ability to reflect on teaching practices and make ongoing improvements.</li> <li>• Self-assessment and self-regulation of teaching methods.</li> </ul>
11.	<b>Specialized Training:</b>	<ul style="list-style-type: none"> <li>• For teachers in specific roles, such as special education, early childhood education, or teaching students with specific needs.</li> </ul>
12.	<b>Global Perspectives:</b>	<ul style="list-style-type: none"> <li>• Understanding of international best practices and the ability to prepare students for a globalized world.</li> </ul>
13.	<b>Community Engagement:</b>	<ul style="list-style-type: none"> <li>• Involvement in community outreach and engagement activities to enhance students' learning experiences.</li> </ul>
14.	<b>Research and Innovation:</b>	<ul style="list-style-type: none"> <li>• Engaging in educational research and innovation to improve teaching practices and contribute to the field of education.</li> </ul>
15.	<b>Leadership and Advocacy:</b>	<ul style="list-style-type: none"> <li>• Developing leadership skills to mentor other teachers, lead school initiatives, and advocate for educational policies.</li> </ul>

These competency domains provide a comprehensive framework for teacher education programs to assess, develop, and evaluate the readiness of aspiring teachers. The specific competencies within each domain may vary based on the level of education (e.g., elementary, secondary, higher education) and the specific teaching context.

### Findings and Conclusion:

The future of teacher education in India will depend on policy decisions, societal needs, and educational advancements. For making the teacher Education holistic it is essential to identify the objectives of Teacher Education and with the help of Background Studies and theoretical understanding of the existing studies Taxonomy of Teacher education it has been structured here as follows:

### Taxonomy of Teacher Education:

<b>Domain-1 Knowledge base for Teacher Education</b>	<b>Domain-2 Human Development for Teacher Education</b>	<b>Domain-3 Competency for Teacher Education</b>
1. Foundational Knowledge	1. Self-Concept and Self-Esteem	1. Pedagogical Competency (Pedagogical Knowledge and Skills/Pedagogical Proficiency)
2. Experiential Knowledge	2. Emotional Awareness	2. Management Competency (Classroom Management/Classroom leadership, Classroom and Behaviour)
3. Critical Knowledge (Based on Critical Thinking)	3. Social Development	3. Epistemological Competency (Educational Theory and Practice)
4. Transactional Knowledge	4. Values and Beliefs	4. Collaborative Competency (Communication and Collaboration/Collaborative learning)
5. Innovative Knowledge (Research Orientation)	5. Commitment	5. Technological Competency

		(Technology Integration)
6.Aesthetic Knowledge	6.Resilience and Coping Skills	6. Curricular Competency
7.Ethical Knowledge	7.Empathy and Compassion	7.Evaluation Competency
8.Integral Knowledge	8.Interpersonal Skill	8. Reflective Competency (Assessment and Feedback, Reflective Practice)
9.Pedagogical Content Knowledge (Ref: Schulman)	9. Adaptability	9. Behavioural Competency (Competency Based on Learner and Learning)
10.Practical Knowledge (Ref:Schulman and Deng)	10.Motivation and Engagement	10.Social Competency (Community Engagement and Extension activities)
11.Analytical Knowledge (Ref:Habermas)	11.Mindfulness and Emotional Well-Being.	11.Innovative Competency (Research, Innovation and Creativity)

### Findings and Conclusion:

The taxonomy of teacher education, with its focus on "Excellence vs. Reality," underscores the crucial need for thoughtful evaluation and transformation in teacher preparation programs. This juxtaposition highlights the disparities between the ideals of excellence in teacher education and the practical realities faced by educators and institutions. Understanding and addressing this disparity is instrumental in fostering effective teaching, enhancing the quality of education, and ensuring that every student receives a high-quality learning experience.

The pursuit of excellence in teacher education sets ambitious benchmarks for producing educators who possess not only deep subject knowledge but also pedagogical skills, cultural competence, and a commitment to continuous growth. These goals aim to create an education system that caters to the diverse needs of students and equips them for success in a dynamic world. The current state of teacher education reveals challenges such as disparities in program quality, resource limitations, and variations in teacher preparedness. These challenges demonstrate the complex and multifaceted nature of teacher preparation. Acknowledging the gap between the ideals of excellence and the practical realities of teacher education provides an opportunity for positive change. Identifying areas where alignment is lacking and where improvement is needed can guide the evolution of



teacher education programs. Bridging the divide between excellence and reality necessitates the collective efforts of educators, institutions, policymakers, and the wider community. Collaboration is essential to nurturing a culture of ongoing learning and investing in the resources and professional development that drive progress. The ultimate goal of the taxonomy of teacher education is to place students at the heart of the educational system. By striving for excellence in teacher education, we can create a learning environment that is truly student-centered, ensuring that all students have access to a high-quality education that prepares them for the challenges and opportunities of the future.

Taxonomy of teacher education highlights the imperative for continuous improvement and adaptation in teacher preparation programs. The pursuit of excellence, while recognizing the practical challenges of the educational landscape, is a catalyst for the advancement of teacher education and the betterment of educational outcomes for generations to come. By aligning teacher education more closely with the ideals of excellence, we can take significant strides toward building a more equitable, responsive, and effective educational system.

### Understanding the Dichotomy:

The Indian perspective on teacher education must strive to bridge the gap between excellence and reality. This involves:

- a Reforms and Investment: Investing in teacher education institutions, curriculum development, and faculty training to bring them in line with excellence standards.
- b Innovation and Adaptation: Encouraging innovation in teaching methods and pedagogy to address real classroom challenges and improve learning outcomes.
- c Equity and Inclusivity: Ensuring that teacher education programs are inclusive, addressing the diverse needs of all learners and communities.
- d Stakeholder Collaboration: Collaborating with educational stakeholders, including governments, institutions, educators, and communities, to collectively work toward achieving excellence.

The journey toward excellence in teacher education within the Indian perspective involves acknowledging the current realities and working diligently to bridge the gap between the ideal and the actual. This process requires ongoing reform, innovation, and a commitment to producing high-quality educators who can meet the needs of India's diverse and dynamic educational landscape.

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