

Teacher-Education Programme: An Approach to Increase Skills of the Student-Teachers.

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ABSTRACT

The present study aims to investigate and analyze the skill development of the student-teachers by Teacher-Education Programme both in Formal (Regular) and Non-Formal (Distance) Mode of Education.. Data has been collected from the secondary sources. The method used in the study is Survey Method. The result or findings and conclusion reveal the skill development aspects of the student-teachers by Teacher-Education programme. The study is helpful to take a bird's eye view of popular Teacher-Education programme in the country and also implication of Teacher-Training Programme upon skill developmental aspects of student-teaches. The present study has the implication for improvement and development of quality in teachers and also in pedagogy by Teacher-Education Programme.

Keywords:

Pedagogy, formal education, non-formal education, micro teaching, practice teaching.

1. INTRODUCTION

Education has its three main types and these are Informal Education, Formal Education, Non-Formal Education. Formal Education denotes mainly Regular Mode of Education whereas Non-Formal Education denotes mainly Distance and Part-time Mode of Education. In both these two modes of Education, there are two important components and they are students and teachers. In narrower connotation, "teachers" are denoted who are involved in the act of imparting teaching. Teaching has four modalities and they are training, conditioning, instruction and indoctrination. So, "training" is somewhat narrower concept in-comparison to teaching. Training is basically undertaken in-order-to know something and to do something in a more skillful way.

Some Preliminary Concept about Teaching.

Teaching is an essential part of education. Its special function is to impart knowledge, develop understanding and skill. It generally excludes inculcation of values like truth. It's usually associated with the imparting of knowledge of 3R's---Reading, Writing and Arithmetic---representing various school subjects. Education, on the other hand, has a wider connotation. It implies 7 R'S---Reading, Writing, Arithmetic, Rights, Responsibilities, Relationships and Recreation. In teaching we limit out outlook omitting those more important means of education which are involved in the school as a systematically organized social community, including its tone or general moral environment, its government and discipline. And that potent influence---

the personality of the teacher. Learning forms a significant aspect in the life of an individual. Each passing day brings with it innumerable experiences. But why is it that one should go to school? Why cannot there be a life without studies? To answer these questions Francis Bacon writes:-- "Crafty Men Condemn Studies; Simple Men Admire them; and Wise Men Use them." The invincibility of knowledge can never be questioned for knowledge begets wisdom, wisdom begets honor, honor begets fame, fame begets satisfaction and satisfaction begets self-actualization. The apostle behind knowledge is a teacher. It is a teacher who imbibes knowledge into the savage minds and refines them to perfection. As life unfolds itself into the awesome realities of existence, it is a teacher who remains a guiding force throughout the process of this transformation. None can choose to ignore the beautiful change that a teacher brings to their life.

Some Preliminary Concept about Training.

Education and Training though related to each other are yet distinguishable. We use the term education for processes which have a wider cognitive perspective, whereas in training the cognitive perspective becomes narrowly conceived, circumscribed with specialist interest. We do not educate a person to run a machine, to ride a horse, or to drive a car, we speak of training when we refer to such skills. We talk of training an individual as well as educating him/her, training can also be a part of education of the individual. We can train a person as a biologist or as a historian. We do not speak of educating a person as a biologist or historian. These activities seem closer to "education" in their concern with the development of understanding is some evidence of their being worthwhile. Although there is a wider cognitive perspective in biology or in history than there is in driving a car or in running a machine, it is not appropriate to refer to training of a person in such activities as "education".

2. WHY TEACHER TRAINING ?

Previously, it was the notion that teachers are born, but not made so "teaching is an act of art." But, now-a-days, it is granted that teachers can be made, so teaching is not mere an act of art rather it is the combination of both "art and science." So, teaching has shifted its paradigm from only art towards the combination of both "art and science" and it has become possible only by training of teachers. So, here comes the proposition, why training of teachers are needed. Teaching has its three main phases:--Pre-teaching phase, Inter-teaching Phase and Post-teaching Phase. So, all these three phases are very crucial to make the act of "teaching". Recent time is the gallant witness of Explosion in both the perspectives---"Explosion of Population" and "Explosion of Knowledge". This explosion of population has given birth explosion of knowledge both directly and indirectly. As for survival, many types of knowledge are required so the role of teachers has become wide open into various perspectives. Besides, the role of teachers is not merely confined in "teaching" only. So, only acquiring a Graduate or Post-Graduate degree is not enough to meet all the demand and challenges properly in the aspect of teaching. So, the teachers have to undergo "teacher-training" programme which will enable the teachers to face the various challenges of teaching and to overcome those challenges both artistically and scientifically.

3. NEED AND IMPORTANCE OF “PRE-SERVICE” AND “IN-SERVICE TEACHER-TRAINING”.

Teacher Education is being recognized today as a continuous process coextensive with teaching. Following is the needs and importance of In-Service and Pre-Service Teacher Training Programme.

(1) **Every Teacher is a student:** --- Education is a life-long process. The teacher should continue to learn throughout his life. As a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.” No man or woman should decide to teach unless he or she is determined to learn, because the teacher is a student his life.

(2) **Life-long Education:** --- By giving a new concept of life-long education so very individual must be in a position to keep learning throughout his life, the idea of life-long education is the key-stone of the learning society.

(3) **Professional Growth** :---- In-Service and Pre-Service Training is essential for the professional growth of the teacher who needs to renovate his experience, refresh his knowledge, develop a wider outlook, benefit by the experiences of others, acquire new information and hence reorientate himself/herself and for those who want to take “Teaching” as Profession.

(4) **Education is dynamic:** --- Education is dynamic. It is always changing, Educational theories considered true twenty years back, no longer hold good today. Therefore, a teacher and who wants to be a teacher received his/her training twenty years back must receive new training today. One must remain in touch with latest trends in education. One must have the up-to-date knowledge of new problems, new method, and new techniques in education.

(5) **Training in Democratic living:** --- In seminars or workshops, the student- teachers develop a sense of security; a like-mildness, a team spirit and a feeling of belongings. And they get training in democratic way of living.

4. LIMITATION OF THE STUDY

As Teacher-Education has a wide range of training courses, so due to some constraints, the present study is limited and delimited only to B.Ed programme only.

5. METHODOLOGY

As the paper is descriptive in nature so data is collected from purely secondary sources like books, journal, articles, website etc as per the requirement of the study and the Survey Method is used for the present study.

6. VARIOUS TYPES OF TEACHER – TRAINING PROGRAMME

There are various types of Teacher Training Programme such as D.El.Ed (Diploma in Elementary Education), B.Ed (Bachelor of Education), M.Ed (Master of Education). But, B.Ed (Bachelor of Education) is most popular teacher training programmer through- out the country.

7. OBJECTIVES OF TEACHER TRAINING

- The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts
- The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences
- The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- The student teacher develops self-identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his/her choices and actions
- To possess competence to teach subjects of his/her specialization on the basis of accepted principle of learning and teaching in the context of the new school curriculum.
- To develop skill, understandings, interests and attitudes this would enable him/her to foster all round growth and development t of the children under his care.
- To possess sufficient theoretical practical knowledge of health and physical education, games and recreational activities and experience.
- To develop skills in making use of educational technology in teaching academic and or vocational subjects.
- To understand the role of school and the teachers in changing the societyetc.

8. OBJECTIVE OF THE PAPER

To focus on the skill developmental aspects of those skills of “Teaching” which are guided by Teacher-Education Programme.

9. SYNOPTIC VIEW OF EXISTING TEACHER TRAINING PROGRAMME (B.ED)

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (Classes VI – VIII), Secondary (Classes IX – X) and senior secondary (Classes XI – XII) levels. In, B.Ed programme, the students who are not in teaching profession but want to take teaching as profession are called Pre-service student-teachers and those who are already in teaching profession are called In-service student-teachers.

10.(i) DURATION :-

Duration of B.Ed. course shall be of one academic year for regular pre-service student starting from July first to June thirtieth (Twelve months) each year and also of two academic years for regular in- service student-teachers under distance education mode with preferably two PCPs in an academic year.

10.(ii) WORKING DAYS :-

There shall be at least two hundred working days each year exclusive of the period of examination and admission, out of which at least forty days shall be for practice teaching or skill development in nearby schools of secondary / senior secondary level. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the student-teachers is necessary to ensure their availability for individual advice, guidance, dialogues and consultation as and when needed.

10.(iii) PERMISSION AND AFFILIATION :-

B.Ed. Training College must have proper permission from National Council for Teacher Education (NCTE) and affiliated/permitted by the University.

10.(iv) ELIGIBILITY FOR ADMISSION :-

Candidates with at least fifty percent marks either in the Bachelor's degree and / or in the Master's degree or any other qualification equivalent thereto, are eligible for admission to the programme. This clause may be modified as per instruction of UGC / NCTE from time to time. The reservation in seats for SC / ST / OBC and other categories shall be as per the rules of the central government / state government whichever is applicable. There shall be relaxation of 5% marks in the qualifying examination in favour of SC / ST and OBC.

10.(v) ADMISSION PROCEDURE :-

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and / or in the entrance examination or any other selection process as per the policy of the state Government / the University administration.

10.(vi) SYSTEM FOR TEACHERS /EMPLOYEE CANDIDATES :-

*** Secondary / Primary school teachers shall be allowed to prosecute B.Ed. training course of study if as per admission criteria, he / she is eligible. The regular college teachers are not allowed to get admission in this course as per direction of the NCTE.

***Employee / Teacher candidates should have to submit a no-objection certificate from the employer to prosecute the course of study at the time of admission. At the time of submission of application form for examination also a copy of the same is to be enclosed. This category of the candidate shall have to take leave from the employer for the period of study and shall have to submit the release order from the employer concerned. An undertaking as directed by the University must be obtained at the time of admission and copy of the same should be submitted along with the application form for the examination.

10.(vii) EXAMINATION PATTERN OF B.ED. COURSE :-

The examination shall be held in the following areas separately.

- ***Theoretical papers
- ***Teaching practical
- *** Sessional Activities / Assessment.

11. COMMON PERSPECTIVES OF TEACHER TRAINING PROGRAMME

There are many educational institutions which offer B.Ed Programme and there is slight differentiation in theory related papers, conduction of teaching practical procedure, Sessional Assessment mode etc. But, in theoretical papers, the student-teachers learn a lots of things especially various philosophical aspects of education, various psychological aspects of education. The student-teachers also learn about school management more simpler way, they also learn about various methods of evaluation more systematically and also learn others aspects of teaching also through- out the course by both theoretical papers and practical papers . Besides, through, workshops, seminars etc, the student-teachers can go through about the in-depth necessity of the Teacher-Training course.

12.DEVELOPMENT OF VARIOUS SKILLS THROUGH TEACHER-EDUCATION PROGRAMME

It is the teacher-training through which student-teachers get simulated environment of teaching in a controlled atmosphere which is called Micro-Teaching. In this Micro-Teaching session, student-teachers play the role of teacher whereas other peer student-teachers become student in an artificial classroom situation. Here, in Micro-teaching session, the student-teachers, practice teaching is supervised by the Faculty Members and the process of rectification and filtering goes on until perfection comes at least acquiring some basic skills of teaching such as narration, explanation, black-board work, using lesson plan and teaching aids, questioning, stimulus variation, reinforcement , recapitulation, providing homework etc.

Then, after the completion of Micro-teaching session, the student-teachers are sent to “Practice-Teaching Session” in Secondary or Higher Secondary Schools for about two months. Here, the knowledge of theory classes and experience of Micro-teaching are correlated practical aspects. Here, in school, the student-teachers become “Trainees” and become teachers of the school as like as other teachers of the school. Here, the student-teachers especially the pre-service student-teachers learn and explore himself/herself fully and in-service student-teachers can find-out the lagging in them. Here, the student-teachers learn in real school-situation and apply their pre-learned sills and make time-table, conduct examination, construct various types of test items, conduct evaluation, they become aware of the philosophical, psychological, sociological aspects and other contents which are so much needed for their improvement in teaching profession

13.IMPLICATION IN TEACHING OF TEACHER- TRAINING PROGRAMME

Knowing behavioural objectives and to select them, selection of the content, organizing of the content, selection of teaching aids, introducing the lesson, skill of questioning, skill of blackboard work, stimulous variation, silence and non-verbal clues, reinforcement, managing the class, planned repetition, giving assignment, evaluating student’s progress, diagnosing the student’s difficulties in learning and taking remedial measures etc. Besides, by teacher-training

programme, a teacher is able to know how to frame lesson plan and how to reach educational objectives in stipulated time-frame. Besides, the teacher becomes aware of preparation, announcement, presentation, application, generalization of lesson only by teacher-training programme.

14. FINDINGS AND CONCLUSION

It is Teacher-training programme, where the student-teachers become aware with various aspects which are directly and indirectly related with teachings. The student-teachers learn how to prepare lesson plan, how to give Final Practice of Teaching both in Micro-Teaching and in Practice Teaching, how to frame unit division of topics taken, to frame behavioural objectives etc. It is the training which not only emphasizes on theoretical development aspects but also put equal emphasis on theoretical development also. As the student-teachers have to undergo assignment submission, Unit Test, Test Examination, Final Examination etc by which both Theory and Practical aspects are correlate. It has been observed that before undertaking of Teacher-Training, many of the parts may be unknown or partially forgotten by the In-service student-teachers and for pre-service student-teachers most of the things are quite new which they have not known in their graduation or post-graduation level of their study. As Teachers are called “Social Engineers” so Teachers play a very significant role in the world and by Teacher-Training can make “Teaching” as the combination of both “Art and Science” and it would be only possible when the teachers would be able to utilize their skill in an advanced way.

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