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PREPARATION OF PROFESSIONAL TEACHER

INTRODUCTION

India has had its indigenous system of education called the gurukul. The village college school in ancient India was called gurukul, as the schooling took place at the home (kul) of the teacher, who was called guru. It is not known, whether a person became a guru because of his scholarship or was a person from among the education in the village who had also received training in becoming a guru. This system continued till the first quarter of the nineteenth century when schools similar to schools in Europe replaced village schools. It was realized that village schoolmasters could not be never been instructed.

TERMINOLOGY

TEACHER:

A teacher is a person who selects and organizes teaching-learning methods, consciously planning and controlling a situation directed to the achievement of optimum student learning.

TEACHING:

Teaching is an interaction process. Interaction means participation of both teacher and student and both are benefited by this. The interaction takes place for achieving desired objectives.

TEACHING EDUCATION:

Teaching education is defined as “all formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively.

HISTORICAL DEVELOPMENT:

Between 1815 and 1854, therefore, opinion in favor of introduction of teacher training gradually began to build leading to introduction of normal school in the country. With the first normal school in the country. With the first normal schools that were started in 1856 teacher training became an integral part of the Indian education system. The Indian education Commission (1882) approved introduction of separate teacher education programmes for elementary and secondary teachers. Training colleges affiliated to universities were opened in a few of the selected towns. These colleges conducted programmes called the Licentiate in Teaching, which later gained the status of a degree, called the B.Ed. thus a formal system of teacher education came into being which ever after a lapse of one hundred years carries close resemblance with its certification forefathers for teaching at the elementary stage given to the secondary stage given to universities continues to be the practice even today.

Certificate for teaching at the elementary stage has been given different names by states. Some of them are BTC (Basic Teaching Certificate), D.Ed. (Diploma in Education), TTC (teacher training Certificate) and there are many others. But all

of the them are considered equivalent for the purpose of teaching in primary and upper-primary schools. The course that prepares teachers for teaching in secondary school is called B.Ed. and equivalent degrees read given by an many as 200 universities.

In the post-independence period school education expanded rapidly. Teacher education also expand during this period in response to meeting the requirement of teachers for new schools. A large number of new teachers “education institution were started by both the State and by private management. The 6th All India Educational survey carried out by the National Council of Teacher has revealed that in 1993 there were about 900,000 schools and about 4.6million teacher education institution are engaged in preparation of teachers for different school stages.

Schooling system in India compares of pre-school, elementary, secondary and secondary and senior secondary stage. The elementary stage is split into primary and the upper-primary stages. Schooling is offered in formal, non-formal and distance modes. Teacher education courses, therefore, are matched with the requirement of teaching-learning for the concerned stage and mode of schooling. In addition to courses for pre-service education of teachers for teaching academic subjects specialized pre-service course for teaching academic subjects such as physical education, art and aesthetics are also offers by teacher education institution.

Face-to-face teacher education programmers could not always meet the demand of teachers. This situation at times was met by some universities in offering teacher education courses using correspondence mode.

The correspondence courses for preparing teachers were viewed with concern. It was realized that as teaching is a professional activity those who only learnt it theoretically cannot effectively carry it out. Experts held the view that for becoming a good teacher face-to-face guidance from experts was essential. In the wake of such development the Parliament of India through an Act set up 1995 the National Council for Teacher Education (NCTE) and gave it statutory power for farming regulations and norms for maintaining standards of teacher education in the country. As the NCTE has been given a broad mandate with legal powers for

improving the quality of teacher education and preventing commercialization its functions have had direct bearing on teacher certification.

TEACHER EDUCATION

DEFINITION

- According to the Dictionary of education –C.V.GOOD(1973), teacher education is defined as “all formal and informal activities and experience that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively.

- According to the Encyclopedia Of Education research(1941),Walter.S.Monore, defines teacher educations as “ the total education experiences which contribute to the preparation of a person but the term is completely employed to designate the program for the courses and the experiences offered by an educational institute for the announced purposed of preparing persons for teaching and other educational services. Such teacher education programs are offered in teacher colleges, normal schools and colleges and universities.

- The Educational Commission (1964-1966) said, “sound program of processional education of teachers is essential of the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the reselling improvement in the education of millions”.

- According to PASS(1997).”Teacher reeducation means program of education, research or training of persons for equipping them to teach at primary, secondary, and senior secondary stages in schools and includes

non-formal education, part time education adult education and correspondence education.

OBJECTIVES

- ❖ To develop in prospective teacher educators necessary skills and competencies needful for the preparation of the teacher.
- ❖ To impart the latest knowledge of the relevant disciplines
- ❖ To upgrade their knowledge and develop a critical awareness
- ❖ To develop the capacity of elaboration, examination, interpretation and communication of ideas
- ❖ To enable them to undertake meaningful educational research for improving the condition of education and society.
- ❖ To develop among them the desire for lifelong learning for removing anachronism from them.

TYPES OF TEACHER EDUCATION

- ✓ In-service education
- ✓ Continuous education

According to the commission on teacher education in U.S.A, continued teachers education means much more than making up defects in preparation. It means continuous growth in ht capacity to teach. It means a broadened understanding of human development and human living that is growth in one's capacity to work with others with classroom teachers and principlesn a variety of activities with the administration, with parentsad community leaders and eighth children age group.

IN-SERVICE EDUCATION

This is self explanatory; it refers to the education a teacher receives when he has entered the teaching profession after he has had his education or training in attaching institute of college. It includes all the fields that the refresher courses etc that he receives at different institutions.

FUNCTIONS:

- ❖ Better understanding of the students
- ❖ Building confidence
- ❖ Methodology of teaching
- ❖ Building a favorable attitude
- ❖ Familiarizing with school organization
- ❖ Improving standards
- ❖ Training for democracy

PRE-SERVICE TEACHER EDUCATION

- ❖ Training school for elementary teachers
- ❖ Pre-primary schools or Nursing institutions
- ❖ Secondary training schools
- ❖ Training colleges or colleges of education
- ❖ Institutes of advanced studies in education
- ❖ Training colleges for special education. Example: handicaps, deaf and dumb etc
- ❖ Training colleges for special subjects. Example: preparing teachers in certain subjects like physical education, home science, craft etc.

REGIONAL COLLEGES OF EDUCATION

- ❖ Comprehensive colleges
- ❖ Summer schools-cum correspondence course.

SELECTION OF TEACHERS EDUCATORS

- Good physical
- Linguistic ability and communication skills A fair degree of general mental ability
- General awareness of the world
- A positive outlook on life
- The capacity for good human relations
- Recruitment first and training afterwards

- Internship in place of practice teaching
- Right tools for evaluation of pupil teacher performance. Example: self assessment and pre-lessons and post-lesson discussions

MISCELLANEOUS:

- ✚ Modification in teacher and education curriculum
- ✚ Teacher education cadres Adequate staff fir teacher training colleges
Teacher education to be well-verse in educational technology.
- ✚ Training to pupil teachers in organizing co-curricular activities.
- ✚ Teacher training colleges to remain their isolation. Preparation of professional teacher:

MAXIMUMS OF TEACHING:

- Proceed from known to unknown
- From analysis to synthesis
- Simple to complex
- Whole to part
- Concrete to abstract
- Particular to general
- Empirical to rationale
- Psychological to logical (first child's interests next logical order)
- Actual to representative

GOOD TEACHING:

Recognize individual differences among pupils

- Good teaching is need centered
- Improves the quality of living of every student interesting
- Kindly and sympathetic
- Challenge the child to learn.
- Sense the productive moment (great teachers realize that there are teachable moments and when such moments occur).

- Causes, facilitates and promotes learning
- Conforms to the aims of teaching(student come to school to get answer to several perplexing life issues- aims of education- in a challenging world.
- His classroom transaction should be tune with the progressive trends in education. Student should be engaged in all three aspects of learning situation viz.
- Planning the experience, execution and evaluation. Autocratic method of teaching is against the democratic way of teaching.)
- Encourage general development. Overall development and the student's concern other interests
- Consideration of the social background
- Cannot be tied to one method
- Dynamic- arouses the dull minds of the learners
- Good rapport and less distance with the student.
- Well planned and systematic

IN THE CLASS ROOM:

- ✚ Learning environment should be physically and psychologically comfortable. Avoid long lectures, interminable sittings, and absence of practice opportunities which lead to irritation.
- ✚ Adults have self-esteem and ego impede their way when they are asked to risk in front of peers and cohorts.
- ✚ Adults have a great deal of life experiences- an individual asset to be acknowledged, tapped and used.
- ✚ Use open ended questions to draw out relevant student knowledge and experience.
- ✚ New knowledge should be integrated with previous knowledge for active participation in the learning experience.
- ✚ The learner is dependent on the instructor for confirming feedback about curriculum and in –class performance
- ✚ The instructor must balance the presentation of new materiel, debate and discussion, sharing of students experience and the clock.

- ✚ The instructor has to protect minority opinion and integrated the views of all; he is less advocate then orchestrate (coordinate)
- ✚ An eclectic, rather than a single theory based approach to developing strategies and procedures is recommended. By : ron and Susan zemeke

GENERAL TEACHING SKILLS:

- ❖ Stimulus variation
- ❖ Set induction
- ❖ Closure
- ❖ Silence and non-verbal cues
- ❖ Reinforcement of student participation
- ❖ Fluency in asking questions
- ❖ Probing questions
- ❖ Higher order questions
- ❖ Divergent questions
- ❖ Recognizing attending behavior
- ❖ Illustration and use of examples
- ❖ Lecturing
- ❖ Planned repetition
- ❖ Completeness of communication

SKILLS OF STIMULUS VARIATION:

- a. Teacher's movement with purpose will draw attention of the students.
- b. Gestures: movement of head, hands and body for more expressive and dynamic presentation.
- c. Change in speech pattern: sudden or radical change in tone, volume or speed of teacher's speech, modulation of voice.
- d. Focusing: calling attention to specific materials
- e. Change in interaction style: teacher to group/teacher to student/ student to student
- f. Pausing: short deliberate intervals of silence used while conveying information, lecturing, explaining.

g. Oral-visual switching Eg: oral to visual/ visual to oral.

POINTS TO PONDER OVER BY TEACHERS IN AN EMERGING INDIAN SOCIETY:

- ✓ Have faith in the intellectual capacity of the students and increase the same.
- ✓ Impress upon the students the dignity and unity of Indian constitution
- ✓ Through preparation of his subject and maximum learning experience to students. A good teacher is always in quest of acquiring knowledge of his subjects and findings way to transmit the knowledge to the students through best possible methods.
- ✓ A teacher should be well of the psychology of the learners
- ✓ A teacher should have research attitude and should solve students problem at his level
- ✓ Faith in his teaching profession and should maintain the dignity of the profession
- ✓ A teacher should learn many useful arts-a versatile genius – a source of inspiration and motivation
- ✓ Commitments and strenuous efforts in developing the personality of the students.

SALIENT FEATURES OF TEACHING PROFESSION:

- To acquire knowledge of high esteem
- To transmit knowledge through best teaching method
- To build up strong moral character
- To give respect to the professional ethics
- To develop student personality
- Over ambition is an evil for the teaching profession

DR.KOTHARI COMMISSION STATES:

We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his educational qualification, his professional training and the place he occupies in the school as well as in the community.

CHALLENGES TO TEACHERS IN EMERGING INDIAN SOCIETY:

- Respect for other personality
- Respect for fraternity
- Respect for social economic justice
- Respect for democratic way of living and secularism
- Respect for individual freedom
- Respect for scientific outlook
- Respect for international outstanding.

TEACHERS' QUALITIES:

- Realization of relevance and significance of teaching
- Ready to learn new things
- Motivate the students
- Maintenance of discipline in the classroom and smooth instruction
- Honesty and sincerity
- Love his profession
- Develop moral values in the students
- Good rapport with the students with a friendly approach
- Stimulate, impress upon, inspire the students by his teaching and his personality
- Identify the latent talents in students and draw the best in them
- Should know the curriculum and objective

ESSENTIAL COMPETENCIES:

- Periodical evaluation of students performance
- Attend teacher training programs to improve teaching competences
- Always cheerful and active
- Comprehensive teaching and evaluation- cognitive, affective and psychomotor

- Aware of cultural heritage and pass it on to the students
- Consistent policy and action
- Cooperate with teachers and society
- Individual indifference of the student
- Guidance and counseling session to the students
- Should be sympathetic and understanding.

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