



EFFECTIVE SKILL TRAINING IN TEACHER EDUCATION: NEED OF THE HOUR

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Abstract

Teaching is a profession and teacher are called professionals. The main role of Teaching Profession is to promote and strengthen Education which leads to qualitative expansion in the field of Education and particularly Teacher Education is an important field in which efficient Teacher and skillful teachers shape our future society. This field also preparing teachers to get professional competency and therefore Teacher Training is not a mere Training. It is actually the acquisition of knowledge based skills and abilities which assist teachers to discharge their professional activities and responsibilities in an effective and efficient way. Otherwise it will not reshape the attitude, habit and personality of the Teacher. Unless Teachers have necessary skills, he cannot perform his profession with absolute satisfaction. Therefore varieties of skills must be developed among Teachers through systematic implementation in New Curriculum to modernize teacher Education programme.



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Introduction

Teacher is a social reformer. His role is very important to the present and future society to mould the behaviour, inculcate good attitude and values. Teacher is a role model and his personality must reflect the characteristics of good citizenship such as equality in maintaining dignity and Right practices and professional responsibilities. So that these characteristics transmit to the future generation. So Teachers must be a good teacher and he might have obtained effective training, when he was undergoing in college of education.

Importance of Teacher Training Programme

Teacher Training is actually preparing teachers to get professional competency and change teachers as Efficient and skill teachers who can alone shape the future society of the present young generation. In the present situation, there is a long gap between Teacher and Society. Society is not at all having faith on Teachers, because most of the Teachers are not performing their duties with their absolute satisfaction and they are not trained as skillful teachers in the so called Teacher Training Institutions. Because of the lack of Training, they are very poor in knowledge, skills and abilities and they could not discharge their professional duties and responsibilities in a perfect manner. In this juncture, it is the responsibility of the Teacher Educators to provide sufficient professional Training which is needed for the Teachers and it is considered as a key to Quality enhancement of school

Education. Unless Teachers have necessary skills and abilities, they cannot perform their duties in a perfect manner and they cannot get societal support also. The teachers skills and competencies can be developed through systematic implementation of concepts related to varieties of skills that are needed for the teachers to strengthen the Training Programme and to develop a dynamic personality character among students.

Need of skill Training in 21st Century

In the 21st century, it is the duty of Teacher Educator to improve the Quality of Teacher Education and School Education. Therefore Training of teachers is considered as great significance in the Educational system and the Teacher Educational system is one of channel to improve the Quality of Education. The overall Quality of Education depends on Quality of teacher and the sound Teacher Training programme that we offer through modernized, systematized and need based curriculum concepts. The good quality Teachers alone can perform achievement oriented task in the field of Education and that will be the outcome of value based activities and behaviour modification and attitudinal changes among students. Teachers value based professional activities alone can create good citizens and promote good society in future and to change the practices of the present society also. So it is understood that skill Training is an Integral part of Teacher Education programme.

Essentials of Skill Training in Teacher Training Institution

Skill Training is a prerequisite and well organised pattern of progressive behaviour which is developed through specialized Training or systematically practiced to attain the goal or achieve the goal of an Educational system or profession otherwise we can also explain that it is capacity building training programme to carry out the complex pattern of behaviour. This pattern of behaviour aimed at influencing and manipulating other persons. It is a pattern of bahaviour, demand fundamental one for further Education and it is essential for learning. Particularly, Teaching profession require a high degree of skills and extensive specialized training for the purpose of performing a specialized social roles and perform the professional leadership in society by getting training in managerial practices. So it is very clear that skill training is an essential one and it is one of the Integral part of Teacher Education Programme.

Skills and Skills Training in Teacher Education Programme

Teacher Educators must train student –Teachers with varieties of skills that are needed for them. Since Teachers are closer with student, school and social related activities, they have to develop many needed skills while undergoing Training in Teacher Education Programme. Each semester the Teacher Education programmes must train skills for the Student -Teacher who are undergoing Training.

- i. The first stage is Initial skill training – It is to mainly focusing the skill Training in Teachers' responsibility and Accountability related to classroom, School and Society.

ii. The second stage of skill training is process skill Training – It is related to skill development activities in a systematic way.

iii. The Third stage of skill training is product skill training – It is related to practicing skills.

The fourth stage of skill training is professional skill training – It is related to perform the professional work for six month to involve in actual Teaching Profession in any Educational Institution, which is allotted by the Institutional head and chief Educational office of the District concerned. The stages of skill training must be given in each semester (Four) of Teacher Education Programme. So that Teacher Trainee will be well acquainted with the skills and they can effectively and efficiently use those skills for their progressive activities of Teacher Education Programmes. Skill Training contents to be incorporated in the semester wise syllabus of the Teaching Education curriculum.

Curriculum Reform in various Skill Training of Teacher Education Programme

i. Curriculum Reform in Initial / Entry point of Skill Training Stage I

(I Semester)

This skill Training should be given in First Semester of Teacher Education Programme. The primary aim of giving skill training in the following skills are to enhance the personal Skills, skills related to responsibility and Accountability of the Teacher Trainees to perform their duties in an effective way. The student Teachers equip themselves and they understand their duties and responsibilities through skill Training in the Entry point or Initial skill training stage. Each and Every individual bring out his abilities, skills, talents and make use of them to improve himself and show that he is a skillful Teachers. At this stage, Teachers self improvement and Teachers prepare himself and ready to serve for the society. The skills such as Basic skills(essential for further Education and learning to know others areas; literacy and language skills) Few communicative skills like comprehensive ability, promoting the skills of sense of Humour, Identification of his cultural skills (Music, dance, oral skills, Motor Skills, Mono acting, Recreation skills, skill of breaking mono tony, jokes) energize Identification of his own life skills (Self awareness, empathy, creative thinking practices, Decision making practice, practices of problem solving etc). In this stage all the above skill practices must be started.

ii. Curriculum Reform in Process skill Training stage II (II Semester)

This kind of skill training is given in the second stage of Training Programme. It may be given in the second semester of the Programme. After equipping skill related activities, Teacher Educators enter into the process. The Teachers skills such as responsibility and Accountability are alone not only used for class room/School related activities but also the Newly Trained/Teacher who are working in school and their skill must be utilized for students, parents, society and also for their fellow Administrators and Teachers. In such a way, the following process skills must be Trained in Training Institution. Social skills along with verbal skills must be used in

this stage. Actually, the social skills are derived from Prosocial skills. Skills used in helping behaviour, skills in promoting friendship & empathy, skills used in Altruistic attitude etc. So skillful activities must be improved to develop co-operative nature (prosocial skills) which focus social behaviour. This behaviour is very essential for the teachers to have cordial relationship with parents and society. Actual professional activities of teachers focus on the high level skillful activities and extensive specialized training which are the two important purposes that are performed by teachers to expose their social roles. So in the process Training pattern of behaviour aimed at influencing and manipulating other persons called social skills. At the same time communal skills practices, sense of humour, interpersonal and human relation skills, practices in literacy skills and language skills, all functional skills and any two vocational skills must be trained for increasing the livelihood opportunity of Student-Teachers in future like carpentry, tailoring, making handicrafts, fishing, Electrical work, Agricultural work, Electronic works etc, sports skills (Capable of playing in the field and Resolution skills of Action based on situation demands. Acting with consistency pattern and Repetition. The process skill training also includes Microteaching skills also, before entering into the Third stage. In this stage, skills must be developed in organising Extension and outreach team work programmes. So it can be considered as a skillful extracurricular activities. It is also mandatory for students of CBCS pattern in Universities. Through these programmes (Awareness, Social activities, Literacy, Rural Developmental activities) Any two (Screen printing, Bakery work, TV and Radio mechanism, Motor Reviding etc) Skill Development activities (Cell Phone services, Embroidery, Beautician, Two wheeler mechanism, Glass painting, Designing to avoid simple day to day problem). Can be trained all the above skill related programmes must be conducted and Student-Teachers must be trained in this aspects.

iii. Curriculum Reform in Product Skill Training stage III (III Semester)

After giving training in the above skills, The teacher Educator should train the students in product skills. All the technical skills that are needed must be trained. It is the stage of a skills of instructional and pragmatic. Teacher is a professional leader one who is trained for Teaching and Managerial practices. so these practices need certain skill what is called as Teaching skills. It includes providing training and practices in different techniques, approaches and strategies that help the Teachers to plan and impart Instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom managerial skills, Preparation and use of Instrumental materials and communication skills for interaction. So the skills that needed for practicing the Teaching activities. Skills like skills of positive motivation, Effective body Languages, understanding the student behaviour and Teacher formation. Technological ideas and principles must be incorporated skillfully in teaching practice. All the work place skills like communication skills,

listening skills, Interpersonal skills, skill of planning, skills of integrity and Honesty and skills in effort and perseverance. The product skills Training has three section of practicing skills

1. Pre Internship skill Training
2. Internship skill Training
3. Post Internship skill Training

In all these three sections of Teaching Practice, student teachers must utilize the Technical skills, conceptual skills, Thinking and creativity skills must be used in order to know whether student – Teachers are familiar with the above skillful or not.

iv. Curriculum Reform in Final skill Training stage IV (IV Semester)

The final skill training ends with professional skill Training. After Training, student teachers should discuss about the past performance and Train their skills in improving the simplification of complex idea, promoting skills in enthusiasm (Participate and sensitivity to fulfil student needs) The Professional skill training must promote special thinking related to Intellectual and Technical based actuality because Reflective thinking is needed for professional practice. Since the professional skill training is an essential one to help the professional growth, the skills related to techniques that are used in teaching, strategies applied teaching process and approaches that are employed in teaching practices must be reviewed for better professional growth. The very important skills like counseling skills, interpersonal skills, computer skills, informational retrieving and management skills must be reviewed and improved through skills training. In professional skill training student teachers must be given opportunity to work in any school for six months to rectify their mistakes committed in three sections of Teaching Practices and to solve the problems and getting counseling from the senior most trainers and make the profession as well versed Teaching profession. This sort of professional skill training is essential for teaching profession as apprentice training of other professional course and get facility in professional activities and then the student-Teachers may be called as skillful teacher.

So effective Training in Teacher Education programme are encircled with two main skills of Teaching skills and Professional skills along with pedagogical theory. In Teaching Education programme varieties of skill training must be given to make teachers as all-round skillful person not only on Teaching and Professional aspects. The varieties of skill Training makes teachers as leader, social reformer, technician and counselor etc. If Teacher Educational Institution offers skill training in all formal and non-formal activities and these experiences help to qualify a person to assume responsibilities of a member of the educational profession and discharge his duty effectively with right knowledge and attitude. Which needs for promoting the holistic development in the field of Teacher Education.

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