

**RESEARCH PAPER****Study of Role of Pupil Teacher in Developing Teaching Skills in Teacher Training Institutes of Durgapur****Arun Maity<sup>1</sup>, Pabitra Kumar Hazra<sup>2</sup> and Debasree Giri<sup>1</sup>**<sup>1</sup>Kharagpur Vision Academy<sup>2</sup>Joypur College of educationEmail: [arunmaitysanskrit@gmail.com](mailto:arunmaitysanskrit@gmail.com), [pabitrapur@gmail.com](mailto:pabitrapur@gmail.com), [debasree.giri@gmail.com](mailto:debasree.giri@gmail.com)Received: 11<sup>th</sup> March 2019, Revised: 19<sup>th</sup> March 2019, Accepted: 30<sup>th</sup> March 2019**ABSTRACT**

Education is the backbone of our society, and the teachers play the most important role in building a nation. The all round development of a nation depends upon its education system. To become a teacher is not so easy, it's a long process. The traditional teaching, dominated by a verbal approach and memorizing of the teaching material, is entirely replaced with other activities, both in the process of following the teaching and in the process of learning the material. Considering the role of the teacher and their relation to children during the instructional process as well as the organisation of activities by the teacher, this paper actualizes the current views related to the role the teacher should play in interactive teaching.

**Key words:** trainee; teacher characteristics'; motivation

**INTRODUCTION**

*"If you educate a boy, you educate one individual,*

*If you educate a girl, you educate a teacher.*

*If you educate a teacher, you educate a community"*

As Francis Bacon said, "knowledge is power" implies that teaching is an art that can be acquired through a series of well-designed series of activities, it's imperative, therefore due emphasis should be laid on the education of the teachers. Teacher education may be 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 Teacher's training basically refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behavior and skills they require to perform their tasks effectively in the classroom, school or a wider community. Although ideally it should be conceived of, and organized as, a seamless continuum; teacher education is often divided into these stages:

- Initial teacher training / education (a pre-service course before entering the classroom as a fully responsible teacher)
- Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school)
- Teacher development or continuing professional development (CPD) (an in-service process for practicing teachers).

There is a longstanding and ongoing debate about the most appropriate term to describe these activities. The term 'teacher training course' (which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground, at least in the US, to 'Teacher Education' (with its connotation of preparing staff for a professional role as a reflective practitioner). In the 'consecutive' model, a teacher first obtains a qualification in one or more subjects (often a first university degree), and then studies for a further period to gain an additional qualification in teaching; (in some systems this takes the form of a post-graduate degree, increasingly, this is a Masters). In the alternative 'concurrent' model, a student simultaneously studies both one or more academic subjects, and the ways of teaching that subject, leading to a qualification as a teacher of that subject. Other pathways are also available. In some countries, it is possible for a person to receive training as a teacher by working in a school under the

responsibility of an accredited experienced practitioner, and also through in-service distance education mode of teacher training. In some developed countries, approximately one-third of new teachers come through alternative routes to teacher certification, affiliated with schools of education, where candidates still enroll in university-based coursework. A supplemental component of university-based coursework is community-based teacher education, where teacher candidates immerse themselves in communities that will allow them to apply teaching theory to practice.

Teacher training in India, the teachers are fed in from the Institutions both the government aided and from the private ones and also through Distance mode. Though the path the teacher training should follow is formally spelt out in terms of the syllabi and the course work required the quality of teachers depends on the Institutions, the area and the system followed.

### **1. The PUPIL Teacher**

Trainees are not expected to be competent teachers until towards the end of their training, and they need to experience the agonies and triumphs of learning to teach, preparation and planning, organising work, evaluating and assessing in a supportive and challenging school environment. The course has been designed so that trainee teachers gradually take on more responsibility - for the percentage of time and the number of pupils taught, for planning units (schemes) of work and lessons, and for assessing pupils and setting targets for them. From the start, trainee teachers have a major responsibility for their own learning and progress. However, it is not expected at any point during training that trainee teachers will be asked to cover for absent teachers; at all times they should be under the supervision of a qualified teacher.

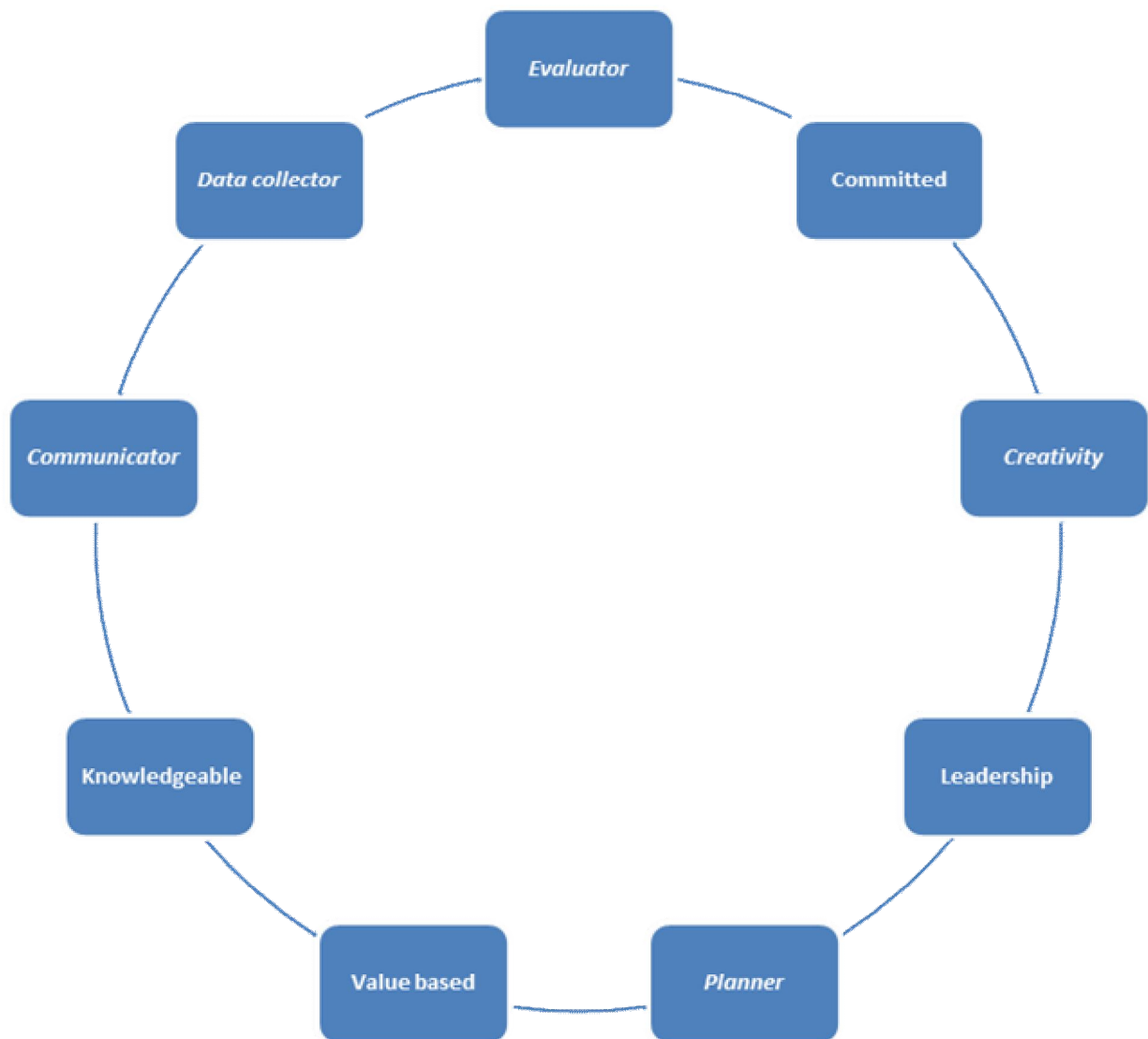
### **2. What shall the pupil teachers be trained in and for what?**

The pupil teacher have to be trained to function as an agent who stimulate, provoke, in form and sensitive the learners with reference to vale situations in life. Through involving the earners actively in discussion, dialog and practical activities, the teacher should make then think and reflect on human actions and events. The teacher should also expose students to works of art, beauty in nature, and human relationships and actions of moral worth, and develop their moral sensibilities. Students acquire sensitivity to values and ideals by living in and coming into contact with the teaching – learning atmosphere. Such as atmosphere is not created by teachers or pupils alone. It needs the sustained, collective efforts of all concerned with education-teachers, parents, community and students. Teachers have a major role in making an atmosphere of love, trust, cooperation.

### **3. ROLE OF PUPIL TEACHERS**

Teaching is the noblest among all professions and the teachers are called the nation builders. It is the role of the teacher educators to prepare future teachers. There is an explosion of knowledge in every field. Tremendous advances we could see in science and technology, information technology, medicine etc. these developments brought changes in methods and materials of teaching and learning. If teacher educators are important factor influencing the quality of learning of student teachers, the issue of the roles and responsibilities of the Teacher educator becomes paramount importance. Teacher educators are the key players in the Endeavour to improve the quality of Teacher education. They are the role models from whom many student teachers acquire the competences such as knowledge skills and values that they deploy in the class-room. Through their role as developers and mediators of knowledge about education and as educational innovators they can produce quality future teachers. Teacher educators have to delve on eacialised skills that add quality to the professional functioning. Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating our education system and it call for an appropriate response from a futuristic education system. There are certain gaps we need to improve in the teacher education process with a view of competitive aspects globally. Our national system of teacher education based on

India's cultural, its unity and diversity harmonize with change and continuity and the realization of the constitutional goals and emergence of the new social order.



**Fig. 1:** Pupil Teachers' Characteristics

#### **STRATEGIC PLAN**

To face the challenges and demands, to emphasize the value education in teacher training programmes the following strategies should be followed.

- a. Telling
- b. Inculcating
- c. Persuading
- d. Modeling
- e. Role playing
- f. Simulating
- g. Problem solving
- h. Discussing situations, stories, Pictures
- i. Studying biographies of great men
- j. Moralizing

**CONCLUSION**

Teaching is not a job, it is an attitude. Teacher is a source of information, a guide, a mentor, a surrogate parent, a motivator, all at the same time. Teaching is the only one profession which always deals with the future.

The role of a teacher in the changing social scenario is becoming very challenging. According to Confucius only a person who is always a source of love, morally upright and whose behavior not only in personal but also in the institutional life is impeccable is worthy of being a teacher.

Indian pupil teachers undergo change in their value development, which can be observed in their attitudes towards people and the environment around them. Their values are mainly individual and about self-enhancement, focusing on teaching competence the student teachers will take a very important role in affective education in future, which focuses on value and programmes should not be regulated. Hidden curriculum like mentors and teacher educators in the teacher education programmes should be aware that they also play a very important role in shaping the values of the student teacher. Teacher educators are the real leaders of the nation. The destiny of nation is shaped in its educational institutions. As education is the key to human progress and social change greatness of a nation is witnessed through its educational system.

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