

TEACHER EDUCATION

QUALITIES OF A GOOD TEACHER

Pondering about what are the 10 qualities of a good teacher? Here, are the essential attributes and characteristics needed to be a great teacher. Concentrating on these skills creates a successful path to professional development, builds everlasting relationships with students, and ensures proper impartation of education with effective teaching methods.

Good Communication skills

One of the most essential qualities of an ideal teacher is the possession of good communication skills. A teacher's professional ability to interact with fellow educators, parents, and students in multiple languages play a crucial role while acquiring a teaching job or during promotions. Presently, having good command over the English language as well as the regional dialect is one of the major requirements for becoming a teacher, as they help them to create an effective student-focused teaching and learning environment for students.

Good Classroom Management Skills

Teachers with good classroom management skills have better foresight with engaging and disciplining students in classrooms. Thus, acquiring the attribute not only paves a path to a better relationship with the students but also greatly aids in professional development for the teachers. Moreover, possessing the ability to handle students empowers educators to anticipate a learner's characteristics, nature, and level-of-understanding better and, strategize effective and personalized teaching methods to making content interesting in the classroom for every student.

Good Student-teacher collaboration skills

Possessing good student-teacher collaboration skills allows teachers to interact and communicate better with students, attend to the needs of students' quickly, and resolve learners' problems relating to the subject(s) more efficiently. Cultivating an interactive atmosphere helps teachers to build a mutual relationship and respect with students whilst ensuring proper impartation of education.

Plenty of patience and confidence

Possessing personality character attributes such as patience and confidence, identified with being a sympathetic individual and having affectability to students, are one of the best and powerful characteristics required to become a successful teacher/ principal.

Capacity to structure engaging teaching and lesson plans for students

The most critical and complex part of being a teacher is creating an effective teaching strategy for students. Creating engaging lesson and unit plans gives teachers' perspective with regards to the lesson objectives, allows educators to anticipate problems of students, and ensures that the aim of teaching meets its targets and learning happen prosperously.

Cleverness in integrating Edtech with education

The Chalk and Blackboard teaching method is old and ineffective while trying to impart real-time education to students. Edtech, short for Education Technology, provide sophisticated platforms such as Learning Management System (LMS), Virtual Reality (VR) Classroom tech, and Smart Class technology to teach students theoretical concepts and complex subjects more efficiently using real-time scenarios, 3D demonstrations, and interactive audio & video presentations. Thus, it is more essential now than ever, for teachers to stay updated with the changing trends in education and show cleverness in integrating Edtech in classrooms.

PROFESSIONAL DEVELOPMENT TIPS FOR TEACHERS

A professional educator is always learning and growing their craft. They are on an endless journey where they are always looking for new ideas or **teaching strategies**, ways to improve their skills, or new information that will help their students to succeed.

It takes a lot of hard work and effort to be a professional educator. It takes time to go to conferences and serve on committees, or to decide on **continuing on the education path**, if necessary. It requires effort to go that extra mile for the students who need it, and it takes patience to continually grow and truly understand your craft as a teacher.

The rewards of being an educator go to the professionals who are willing to go that extra mile or use their spare time to help others. Here are a few **professional development** tips to help you continue to grow and become that professional educator that you deserve to be.

Professional Development: Promote Student Growth

As a professional educator, it's essential that you take the time to promote student growth. This means the following.

Set high expectations for student achievement.

- Use the most-recent educational technology.
- Plan instructional strategies.
- Apply higher-order thinking skills.
- Use cooperative learning.
- Apply classroom management techniques

While these are a just a few examples, the point that I'm trying to make is that you take the time to go a step further than just covering the basics year after year.

Make Use of Your Time

All too often, teachers forget how important their instructional time really is. While six to seven hours may seem like a lot of time to get things done, you have to remember that a lot

of that time isn't instructional. So, when you have those blocks of time with your students, you must make good use of it. Here's what you should be doing.

- Focusing your students' attention on the task at hand.
- Using materials and technology appropriately.
- Maintaining a flow or rhythm in the classroom.
- Evaluating classroom instruction.
- Planning according to student ability (differentiated instruction).
- Optimizing the time for the task at hand.

Improve Your Performance

The essence of a teacher is to help others. This is why it may so hard for educators to look at themselves to see what they can improve upon. Here are a few tips to help you improve your performance as a teacher.

1. **Read** – Join a professional scholarly journal, go online and read educational blogs, or read some literature on education. Knowledge is power.
 2. **Participate** – Go to educational conferences or workshops, or attend online seminars. Participation in these types of event will make you a more effective teacher.
 3. **Join a Group** – There are many groups you that you can join, online and off. All of these groups are a great source of information as well as inspiration. You can learn a lot from other professionals who have years of experience.
 4. **Observe Your Peers** – An effective teacher takes the time to observe other teachers. These teachers can be a great source of knowledge for you. You can find a new strategy to teach or behaviour management plan to implement.
 5. **Share** – Once you have improved your performance, then you should share your knowledge with others. Contribute to your profession, and others will be thankful.
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HISTORICAL PERSPECTIVE OF TEACHER EDUCATION IN INDIA

On ancient and medieval India, there was no concept of teacher education. Scholarliness was considered as the sole criterion for becoming a teacher. The concept that teachers are born and not made was also prevalent.

It is only during the British period we see that advent of teacher education in India.

The salient developments are listed below,

- 1.** Setting up of the first normal school at Serampur by the Danish missionaries.
- 2.** Establishment of teacher training institutions at Pune, Surat, Calcutta by government.
- 3.** Establishment of teacher training centres in Bombay, Madras, and Calcutta by educational societies.
- 4.** Opening of government normal schools at Agra (1852), Meerut (1856), and Benaras (1857).
- 5.** Woods dispatch recommended for opening teacher training schools but with no effect.
- 6.** By 1882, there were 106 elementary teacher-training institutions.
- 7.** Indian education commission of 1882 recommended for starting of more training schools and examinations in theory and practice for secondary school teachers.
- 8.** Practicing schools came to be attached to training colleges after the government resolution of 1914.
- 9.** By the end of 19th century there were 6 training colleges and 56 training schools for secondary school teachers.
- 10.** Calcutta university commission of 1917 recommended for the systematization of research work on training.
- 11.** Hartog committee of 1929 recommended for organizing refresher and in-service training courses for the trained teachers.
- 12.** After the attainment of independence, basic training received great importance. B.Ed training courses, M.Ed and PhD courses were started in many universities.

EDUCATION IN INDIA: ANCIENT, MEDIEVAL, AND EARLY MODERN INDIA

In the early Vedic period (beginning c. 1200 B.C.E.), an elite controlled the teaching of the four Vedas, the hymns and ritual practices of Aryan people who had migrated into north India in the previous century. Daughters as well as sons of higher-status families probably memorized these hymns and learned their meanings and associated ritual practices. *Rishis*, sages or seers who mostly belonged to the Brahman *varna* or caste, produced, transmitted, and controlled access to this knowledge. The Sanskrit of the Vedas was the language of classical learning, and proto-Hinduism was religious orthodoxy in the Vedic period. Respected teachers (*gurus*) taught apprentices pronunciation of the Vedas and all that it implied, as well as phonology, metrics, elementary grammar, and etymology, in return for the students' mundane services. This education was extra-institutional and closed to people of low status before the end of the Vedic period. In the modern era, nineteenth- and twentieth-century Hindu teachers of indigenous curricula frequently looked back to an idealized Vedic model for pedagogical inspiration.

In the sixth and fifth century B.C.E., historical founders Nigantha Nataputta (or Mahavira, the "Great Hero" of Jainism), and Siddhartha Gautama (the Buddha, the "Enlightened One") created heterodox belief systems that monks elaborated, preserved, and taught to initiates. Buddhist monks congregated in monasteries (*viharas*), and provided itinerant teaching for laypeople. Elder monks taught the disciplines of the *Sangha* (the monastic order) as well as discourses on doctrine, spiritual exercises, and advanced philosophical ideas. Female converts created nunneries with similar practices. The Nalanda Mahavihara in Bihar and other great monasteries were centers of learning that included secular arts and sciences as well as theology. Mahaviharas flourished in northeastern India with royal support until they were destroyed at the beginning of the thirteenth century. In southern India, education was likewise linked to the ideas of Buddhist, Jaina, and Hindu teachings. Itinerant teachers carried ideas and the Sanskrit language to the south, where a Tamil prose and poetry tradition flourished from around 100 C.E. onwards.

Arab and Central Asian peoples brought Muslim educational models to the subcontinent in both the medieval and early modern periods. Within decades of the Prophet Muhammad's death in 632 C.E., Arab mariners began to trade, reside, and intermarry with local women in south India. Turkic peoples and other Central Asians raided northern India around 1000 C.E. and thereafter established several foreign-conquest empires. Muslim rulers promoted urban education by endowing libraries and literary societies. They also founded primary schools (*maktabs*) in which students learned reading, writing, and basic Islamic prayers, and secondary schools (*madrasas*) to teach advanced language skills, Koranic exegesis, prophetic traditions, Islamic law (*shari'a*), and related subjects. Often attached to mosques, Islamic schools were open to the poor but were gender segregated, often only for boys. Muslim girls of affluent families studied at home, if they received any education beyond learning to recite the Koran. From the beginning of the Mughal empire in India in 1526 until the end of Mughal political presence in 1848, Persian was the court language, and elite boys could attend Persian schools to learn literature, history, ethics, law, administration, and court protocol. Subjects such as medicine, mathematics, and logic also formed an important part of the curriculum in centers for Islamic learning. More intimate settings for the spread of ideas were the retreats (*khanqah*) of famous Sufis (Muslims who professed mystic doctrines). These new educational models did not necessarily displace older ones, although state patronage patterns shifted. Sanskrit academies continued to teach young male Brahmans literature and law; apprenticeship and commercial schools taught boys the skills needed for business. Education for girls was the exception rather than the rule.
