

# PROFESSIONAL DEVELOPMENT OF TEACHERS IN HIGHER EDUCATION

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## ABSTRACT

Policy documents are much helpful in translating dreams into realities and goals into actions. A policy document gives motivation and direction to the programme and finally leads the programme into success. Teacher Education plays instrumental role in imparting quality education. Teacher Training is an integral component of an educational system. It is intimately connected with society and is controlled by the ethos, culture and character of a nation. In the light of Right to Education Act 2009, National Curriculum Framework 2005 and National Knowledge Commission Report 2007, the scene of education has entirely changed and the field of teacher education in India is confronting paradigm shift. Towards Preparing Professional and Humane Teacher, the National Curriculum Framework for Teacher Education 2009 is a vital document in this regard. As a policy document it will direct and guide the policy, planning and programme of teacher education in India in coming years. This article tries to critically evaluate the document NCFTE – 2009 and suggests measures which should be implemented in the teacher education scenario.

*Keywords: NCFTE, teacher education, universal values, Professional and Humane Teacher*

## INTRODUCTION

“The status of the teacher reflects the socio – cultural ethos of the society; it is said that no people can rise above the level of teachers” (National Policy on Education 1986)

The development of a country depends to a large extent on the development of its human resources. Realizing this, the Government of India after Independence laid great stress on educational development of its human resources. Education is the most important investment after healthcare in society. Teachers are the torch bearers in creating social cohesion, national integration, and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. Teacher training is an integral component of any educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. Education of teachers needs to be strengthened and stressed on the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. Formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct. In India, after Independence, developments in teacher education can be classified into four major phases. (1) from 1947 to 1961, i.e. up to the establishment of NCERT, (2) from 1961 to 1974, i.e. developments from establishment of NCERT up to establishment of National Council for Teacher Education as an advisory body, (3) from 1974 to 1993, i.e. the period during which NCTE as advisory body functioned and (4) from 1994 to 2011, the first one and half decades of NCTE as a statutory

organization. In the light of Right to Education Act-2009, National Curriculum Framework 2005 and National Knowledge Commission Report 2007, the scene of education has entirely changed and the field of teacher education in India is confronting paradigm shift. Towards Preparing Professional and Humane Teacher, the National

Curriculum Framework for Teacher Education 2009 is a vital document in this regard. The National Curriculum Framework for Teacher Education 2009 laid its foundation on the central concept of learner friendly humane teacher based on issues related to inclusive education, perspective for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in learning. This document shows the development of teacher education in India from basic education teacher to the 21st century scaffolding teacher. This framework is very much worthwhile and guiding the future of Indian teacher education. Even though the framework is comprehensive, some critiques will make it perfect.

### **OBJECTIVE:**

Present paper intends to put together needs of teacher training and the benefits it entails to overall quality of teaching that a teacher imparts

### **RE-CONSTRUCTION OF THE CURRICULA WITH ICT AND LIFE SKILLS**

There is a strong need for overhauling and revamping of teacher education curricula. Some strong, strict and revolutionary changes are urgently required. Instead of emphasizing mostly on theoretical aspect, the stress should be on building professional competencies and performance skills. Training is the process of developing skills, habits, knowledge and attitudes. The three domains of learning should be equally trained accordingly, i.e., cognitive, affective and psychomotor. The actual spirit of Basic Education put forward by Mahatma Gandhi should be incorporated in co-curricular activities. The co-curricular activities are just performed in a formal way. Institutions should be given some freedom to modify the curriculum according to their context. The stress on the theory should be reduced and weightage must be increased for practical skills. In the 21st century of technological advancement, the teacher trainee should be trained through 3-G technology. Even though Central Institute of Educational Technology and State Institutes of Educational Technology prepared so many education programs and training modules, no suggestion for utilization of it, is put forwarded by NCFTE. The place of blackboard is occupied by Wiki, so the training in the ICT & life skills should be included.

### **CONTEXTUALIZATION OF TEACHER EDUCATION**

For strengthening the education the quality of teacher education needs to be concentrated. Quality of education depends upon two factors, quality of teacher and quality of institution, curricular methods and material. Teacher education is to be viewed as a system of continuous process, lively, interactive opportunities for learning, exchange of ideas and views, innovations and experimentations which will enable teachers not only to acquire the necessary knowledge and skills but will also inculcate necessary attitudes and values in them. Contextualization will help a lot. But no suggestions in this regard have been given.

Principles are important for the governing of actions and to operation of techniques in any field of education.

Principles are the fundamentals through which we proceed from one situation to another

□ Principles are the chief guides to make teaching and learning effective and productive.

□ Principle also refer to the psychological laws of learning, to important educational theories, to the statements of facts, to governing laws or rules of conduct, and to generally accepted tenets.

□ Principle is accepted as fundamental truth, it may considered a comprehensive law, a doctrine, a policy or a deep-seated belief

which governs the conduct of various types of human endeavour.

□ In general, the term principle is often used to mean any of general truth or guiding norm by which a process is carried on, as

when we speak of mathematical principles.

### **SIGNIFICANCE OF TEACHER EDUCATION:**

The roles of teachers towards the development of any nation can never be overemphasized. Teachers build up good ethical principles and obedience in pupils and students, they help to shape and re-shape the characters of children under them, motivates and inculcate skills/ knowledge and build up personalities in a country both psychologically, bodily, expressively, publicly and very importantly spiritually following the primary objectives, principles, norms, way of life, plans, strategies rules/regulations guiding the country. The following items look at why it is so important for all teachers to have effective teacher training programs. The sad truth is that not all programs are created equal. To provide new teachers with the greatest chance of success, they need to have completed a teacher preparation program that provides them with knowledge, experience, and guidance. When this does not happen, we not only risk teachers leaving the profession quickly, but more importantly, we risk the education of entire classes of students. The significance of teacher education are as follows:

1. **HELPS PREVENT FAILURE:** New teachers have many challenges that they face each day. Teacher education helps prepare new teachers for these challenges. While teacher training and student teaching won't completely prepare new teachers for every issue they will face, it can help them feel more confident about many common problems that arise for teachers each day. Without this background, teachers might feel like failures and eventually give up.

2. **HELPS AVOID TEACHER BURNOUT:** Effective teacher training programs will address teacher burnout. First, it helps new teachers to understand what can lead to teacher burnout. In some cases, this is just the stress of daily teaching. However, it can also be caused by not varying the information and methods of teaching enough. Teacher training programs that focus on particular subject areas like social studies or mathematics can help students learn about different ways in which a subject can be presented.

3. **PROVIDES AN UNDERSTANDING OF THE BENCHMARKS FOR ACHIEVEMENT:** Many inexperienced teachers focus on getting students to memorize and regurgitate success. Without a background to what does and does not constitute authentic student learning, new teachers sometimes create lessons that don't lead to the results they were expecting. However, teacher preparation programs can help students understand how to find and apply effective benchmarks for student achievement.

4. PROVIDES SUPPORTED PRACTICE IN A CONTROLLED ENVIRONMENT: When it comes to teaching, reading a book is not enough. Even hearing teachers talk about teaching methods is not enough. New teachers need practice teaching combined with effective mentoring in order to help them understand what is required from them in their new position. This happens through student teaching in the classroom setting. However, it is imperative that student teachers are placed in appropriate classes that meet their interests. Further, the supervising teacher must be involved and provide feedback each day to help student teachers learn.

5. STOPS COSTLY EXPERIMENTING ON STUDENTS: While all teachers experiment with new lessons and techniques from time to time, teachers without proper training will often try things that education might have taught them would not work. This experimenting comes at a cost in terms of student learning. As most teachers know, it is very easy to lose your students at the beginning of a term. If you do exhibit competence, fairness, and consistency from the beginning, you risk losing respect and interest. The ultimate cost of this failure is in what the student will not achieve in the classroom.

### **EDUCATION FOR VALUES**

As the world is moving ahead at a fast pace the restlessness and degeneration of values is increasing too. To overcome this emerging problem peace education and value education must be included in teacher education. National Curriculum Framework 2005 states that curriculum should develop five universal values representing the five domains of human personality. • Intellectual, related with knowledge objective of education. • Physical, related with skills. • Emotional, related with emotional balance. • Psychological, related with vision. • Spiritual, related with identity. Kothari Commission also emphasized the importance of value oriented education. UNESCO's recommended four pillars of education gave stress on value and attitudinal development as the aim of education. The four pillars are learning to know, learning to do, learning to be and learning to live together. It is generally agreed that cognition is basic to volition which by implication would mean that prospective teachers are expected to understand critical issues regarding values--- concept, types, and problems involved in imbibing the values. It is also expected of them to be well-versed with the values enshrined in our Constitution and the values that have the cultural contexts and can be derived from our heritage. In the process of capacity building of intending teachers, the most important is to ensure that they become capable of understanding the importance of value education, interpreting values in the contemporary contexts and evolving strategies of imbibing these by their students. In the era of value erosion, the document must lay more emphasis to value education in teacher education.

### **TEACHER AS A COUNSELOR**

In the new era, students are dealing with different types of stress and tensions like examination fear, anxiety etc .It is mainly due to the life style created by globalization .It will adversely affect the mental health. So each and every teacher should work as a counselor .Problem solving activities must be given priority. The primary responsibility of a teacher is to create and maintain a collaborative problem solving environment where students are allowed to construct their own knowledge and the teacher acts as the facilitator and guide. For attaining these goals, the teacher trainee should be given ample training in counseling and problem solving skills.

Now a day's educational technology is growing vastly to complete the digitalized learning. It is proved that the computer enabled education is very much helpful in making teaching-learning process more effective. The practical, as in science

subjects, can be incorporated with theory papers. Teacher trainees should prepare at least one lesson plan on power point presentation and present it on LCD projector.

### **SCHOOL INTERNSHIP PROGRAM**

Practical teaching or internship should be planned and organized systematically. To strike a balance between theory and the practice of education, therefore, is a matter of judicious planning and scheduling in order to give proper direction to teacher education. Changes in the pattern and practices of student teaching have been only peripheral. The content-cum-method approach, wherever attempted, remained limited to the introduction of an additional component of content without fully achieving the objective of integration. The application of educational technology, informatics, cybernetics etc. has yet to make a discernible headway. The learning resources wherever available in the training institutions and the community as also in the schools have not been optimally utilized. There may be some provisions to make the trainee an active member of the school community while performing internship program, by actively participating in all activities not only in academic but also in administrative field. The evaluation strategy should be revised to evaluate totality of performance of the trainee. Duration of the internship is also inadequate. The evaluation system which we are utilizing in the teacher education is inadequate. It should be reviewed and made up to date. The strategy should evaluate the knowledge, attitudes and skills of the trainee as a whole. Also have to use proper feedback devices. Full time monitoring of teaching by trainee teacher should be done. Through the use of feedback devices trainee will get confidence in classroom and will acquire teaching competencies.

No such single sentence is left on standards of teacher education, where as NCTE is the authorized body to form and maintain standards of teacher education. For enhancing the quality of teacher education, the standards should be strictly maintained and monitored.

Many of the institutions working in the field of teacher education are in self financing area. Their problems related to admission, staffing, infra structure and quality is entirely different. In this document no suggestions are included to the betterment of these institutions.

### **RE – ORGANIZATION OF CONTINUOUS PROFESSIONAL DEVELOPMENT**

The Programme of Action (POA 1992) has emphasized teacher education as a continuous process, its pre-service and in-service components being inseparable. The POA, among others, has pointed out the following in respect of teacher education: • Professional commitment and overall competencies of teachers leave should be revamped with Continuous Professional Development programs. • The quality of pre-service education has not improved with recent developments in pedagogical science, but actually it has shown signs of deterioration. • Teacher education programmes consist mainly of preservice teacher training, with practically no systematic programmes of in-service training, facilities for which are lacking. • There has been an increase in sub-standard institutions of teacher education and there are numerous reports of gross malpractices; and • The support system provided by the State Councils of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient.

The teacher is just another professional like doctor or, lawyer etc. If a person wants to remain a professional, one must have regular reorientation to update one's knowledge as well as skills. There should be strong link between training schools and school clusters. In an area of knowledge explosion and growth of multidisciplinary subjects, interactions with other

institutions through formal linkages have become necessary. For the effectiveness of the professional development, these suggestions should be considered. Good quality support material in the form of print, video cassette and computer programmes have to be designed developed and disseminated. Some in-service programmes are made credit oriented. The CPD (Continuous Professional Development ) courses should provide sensitivity and regard for the teacher and designed according to need based. The courses must have some fee for the course, admission procedure should be strictly monitored through application and interview and the course certificate should be considered for service benefits. On successful completion of specified programmes, participants may be considered for professional mobility. Education and training programmes become more productive and effective when programme planning is participative and transactional strategies are interactive. The need of all the in-service teacher education programmes must emerge from the grassroots. There is a need to make a shift in organizing programmes from training institutions to schools and school clusters. Concerted efforts may be made in this direction. New communication technologies should be included in training. Proper planning for large teaching force by utilizing the scope of ICT should be done. Motivate the teacher community with promotion, leave with pay for the attending the course, pay according to qualifications, Increment linkage, Note in the Service Register (ACR), Incentives etc. Continuous evaluation should be done for the CPD programs. The experienced and qualified teacher educators should be involved in the process of curriculum drafting for teacher education. Their suggestions may turn out to be quite valuable in teacher education field. Teacher educators should be given orientation and workshop to introduce to paradigm shift in the field.

Teachers are more than technicians or purveyors of information. Accordingly, they must be committed to lifelong intellectual, personal, and professional growth. Because both faculty and teacher candidates must continually develop these habits of mind, teacher education programs must stimulate the exploration and development of the full range of human capabilities. Thus, all our teacher education programs foster intellectual curiosity and encourage an appreciation of learning through the sustained analysis of ideas, values, and practices; and through intuition, imagination, and aesthetic experience. Teacher candidates are expected to develop a philosophy of teaching and learning. This philosophy and continuous professional growth should include values, commitments, and professional development.

## INNOVATIONS AND DEMANDS

There is a need of semester system in teacher education for effective and meaningful integration between foundational and specialized studies. The duration of B.Ed must be changed into two years. Confusion between M.Ed and M.A Education in term of equivalency should be cleared. The paradigm shift should be in high speed to tackle with the needs of multimedia smart teachers.

The students with high academic achievements are not opting for teacher education as their best choice. They are selecting Engineering, Medicine, Management, ICT and Bio technology etc. Teaching is the third or last choice. Only under qualified staff is coming to the teacher education field. This will adversely affect the quality of teacher education first, then the entire education system. This is the most problematic situation which we face. In order to make teacher education field

attractive, the benefits and terms of the teachers should be increased. The mal practices related with self financing institutions will affect the quality teacher education concept. It should be strictly controlled.

## CONCLUSION

Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. It is already acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct, To conclude, any effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom. The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF 2005. The pedagogic reform from this perspective need to invest on building on teachers capacity to act as autonomous reflective groups of professionals who are sensitive to their social mandate and to the professional ethics and to the needs of heterogeneous groups of learners. The National Curriculum Framework for Teacher Education (2009) promises to translate the vision into reality and prepare humanistic and reflective teachers that has the potential to develop more professional teachers and improve the quality of education. To conclude, professionalism needs to be instilled in each and every phase of teacher preparation starting from conceptualisation to evaluation and appraisal to prepare professionals and improve the quality of education.

- In order to tackle the hurdles, some strategies should be implemented. Some suggestions for early implementation are:
- Admission criteria should be strictly controlled through teaching aptitude test.
- Introduction of variety of courses in curriculum. In addition to the foundation and core courses, some of local subjects should be included as optional subjects from a given list which should be provided by NCTE. Each institution can select this optional area according to their interests and urges, it will lead to contextualization of teacher education without ignoring national framework.
- There is an urgent need to give due weightage to education for Affective Development in our teacher education programs both at Pre-service and In-service level. The quality of Pre-service teacher education is essential for the improvement of teacher effectiveness.
- Curriculum should be correlated with life and work.
- Better Infrastructure facilities should be directed.
- Development of teaching competencies by using Multi-media. Scope for innovations in teacher education should be provided and arrangements should be done to make a trainee into actual facilitator and collaborator. The recommendation of Education Commission, "A sound programme of professional education of teacher is essential for the qualitative improvement of education. Investment in teacher education, can yield very rich dividends". In words of RabindraNath Tagore, "A lamp can never light another lamp, unless it continues to burn its flame."

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