

## REVAMPING ELEMENTARY TEACHERS' PROFESSIONAL DEVELOPMENT PROGRAM FOR QUALITY TEACHING

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### Abstract

All people prefer quality education. Good quality of teacher education can ensure better classroom teaching. Results of many researches have suggested that elementary teachers' professional development is more important than current preferred pre-service teacher education. Improving working culture, strive with zeal for self-introspection and strong belief about quality teaching are the some examples of professional development but it is not enough. Changing priorities of in-service teacher education and training shall necessitate teachers' reorientation or retraining. Teachers' learning opportunity about worth teaching will be increased with the help of 'energy of community life' and make opportunity for institutionalized ongoing teacher development and support services for institutionalized ongoing teacher development. This paper try to examine provisions, opportunities and current practical reality about teacher education with the help of available literatures and government reports as well as opinion of experts of educational market. Here exploratory method has used for understand the causes of mismatch about outcome of teacher education and teaching. Researcher realizes that only some new direction of teacher education will ensure our quality teaching which requires a strong will power of very educational planner. We will need strong understanding about strategies for making system effective.

**Keyword:** (Professional Development, Quality Education, Institutional Support, community connection)



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Human nature is very eager to quest for refine knowledge. A baby starts learning and gains views form her social surroundings and community. Each and every activity as well as anygovernmentreforms like right to education act 2009 depends on teachers and system of teacher education. As we know that quality education cannot be ensured without the availability of adequate number of well-qualified and well trained teachers. (Sahu,2013). Researcher observe that our government gives more emphasis to provide in-service teacher training program but it is reality that during the field study of the researcher very few teachershave gained any skill or improve their teaching style. Most of the teachers are teaching traditional methods like rote learning and they are unaware about innovative teaching and recent development in classroom practices. Researcher experienced that rarely teachers interested to take part in these programs and a few resource teachers take it seriously

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and all stakeholders of education system less aware about aim of education and importance of these programs.

Central and state government and state governments less try to make research on its effectiveness. Especially in south Haryana it has no ground reality to imparting training of teachers as per its requirement. It has felt according to some observation during visiting different schools in rural areas. As it has said by government sources that there is provision of in-service training of elementary teachers through SarvaSikshaAbhiyan (SSA), but when researcher has visited many schools and found the teachers have either less aware these programs or unwillingness and less interested to attend if any programs are available so its causes need to be checked. After see these situations the researcher highly motivated that what are the actual causes of this theory and practice of In-service training that teachers have less interested to improve their skills and this is a matter of concern how to provide innovative idea and possibilities which make it more effective. Teachers' views and other pedagogical excellence has highly influenced by type of teacher education that we are providing. This teacher education has required a minimum standard but current time situation for imparting teacher preparation is minimum provision and rarely clear cut policies about ensuring it standard. Researcher had being highly concern about the teacher education and role of teacher in school system especially professional development of teachers. Generally we have seen that during practice teaching many regular school teachers has less interested in new innovative and teaching with humorous as compare as pupil teachers. It has observed that teachers in that school have lack of sufficient ability to deal continuous and comprehensive and evaluation of students. In spite of legally ban on corporal punishment there has seen some negligence in dealing with students who show minor indiscipline like using tobacco slightly coming late etc. and it has shown unawareness about human right violation during dealing with dealing various levels like children who comes from slum areas it had believed that they are not interested in learning shown no need to make them aware about their health and social skill development.

As our teacher educators have said that 'Conventional strategies for teacher preparation have a gestation period the nation can ill-afford. The inputs provided at the pre-service stage have not exhibit long shelves lives'. (50 Years of NCERT-2011). So we have to provide better and a planned last oriented in-service teacher training. National commission on teacher education (1983-85) also highlighted that the absence of clear-cut policies and priorities for in-service

education and lack of systematic identification of needs of teacher education. In-service teacher training for school teacher is one type of program which is provided by state government. These programs are partially funded by central government. In current scenario where 'social ideas and perceptions, cultural mores, technological advances, developments in various disciplines, newer insights into human life, growth and development influence our insights into what our children should be educated in and how that should be done. These changes have shown an explosive growth of technological and social relations in recent times, challenging our capacities to keep pace with and respond to them. So, continuous teachers' professional development becomes a necessity to help the teacher community to remain effective.' Teachers' in-service programs have provide by some institutions like extension services Departments in training colleges, IASES, program of mass orientation of school teachers( PMSOT), Special orientation program for teachers(SOPT), DPEP, SSA, DIETs SCERT,BRC, CRC, etc. There is provision for 10 days or 20 days training program and it depends on efforts of state government. For quality of knowledge and make a knowledgeable society in upcoming days, it has become need of the hour that teacher education and its functioning must be improved. The National Education Commission, (1964) has also emphasized that "A sound program of professional education of teacher is essential for the qualitative improvement of education". As J.P. Nayak has said in his book "Equality, quality and expansion (quantitative) has become a triangular tragedy of Indian education." National Curriculum Framework on Teacher education(2009) also emphasizes for quality and professional development of teachers because pre-service and in-service both is inseparable program. So, it has prominent question that teacher preparation especially in-service teacher education had going restructure according to rapidly changing effects of newer advancement of sophisticated technology and its reflections on learner's behavior. And education for in-service teachers at elementary level seems necessities a fresh and thorough review.

It has seen that not only national but also international level notion of in-service teacher training had being more advocated by professional development of teachers. But in India it remains mostly in educational literatures and governments documents. We can see it (professional preparation) hasincluded in curriculum of pre-service but it denotes only some areas of education and technological orientation. So, there is high time that we should realize of the term, 'Empowerment of teachers' (we do not want to use word empowerment but it is

so popular), which can provide to teacher as a sense of self-confidence and other factors which is free from the views of inferiority complex in their own eyes. These days most of the teachers hardly believe that they are the main change agent of all the stakeholders of education system like parent of child, family members and friend of teachers as well as all the planners of educational system with all market forces which feel teachers as low social prestige. Professional development of teacher can be understood by which updating own knowledge, recognizing and propounding of professional values, promoting self-study, reflecting own work, discussing with colleagues, inspecting with alertness for changing behavior of pupil, appropriate relations with all students, developing interest in study, engrossed in own professional improvement, visionary and expert to create learning environment in institutions as well organization (Radhmohan, 2013).

Liberman and Miller (2009) has described it-

Individualism to professional community

Teaching during training to learning during training

Technical work and information

Dissemination to Inquiry, creation, discovery

Mechanical Work to Initiative, autonomy, leadership

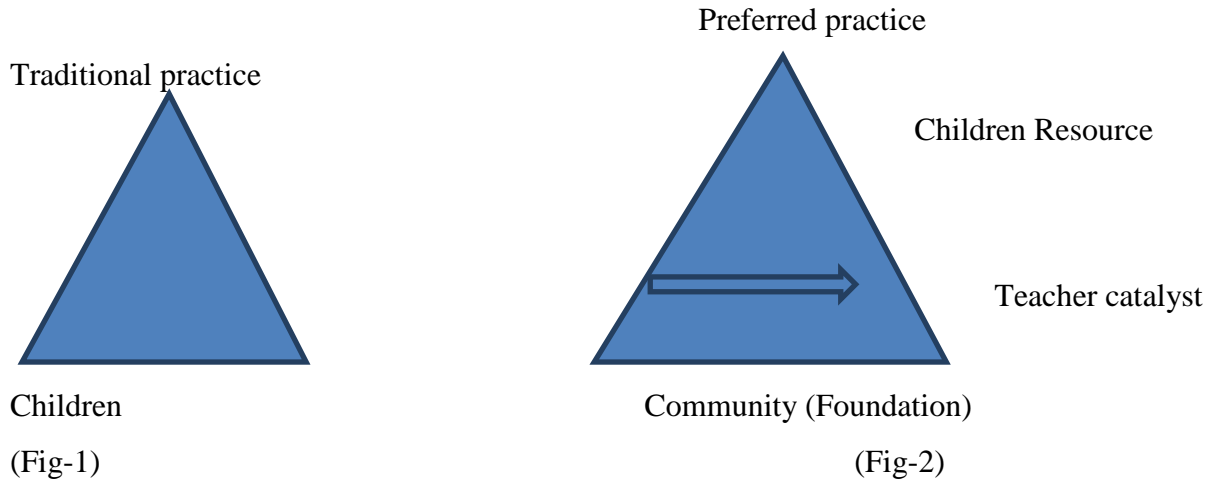
Individual classroom concern to whole class concern

One time certification to continuous quality development & Scaffolding

- (Source- MHRD-2009)

When the needs and requirements for current reforms in educational system comes in number of ways not only right to education but some new initiative for train our teacher educator for enhancing learning of school teachers. Apart from government side many factors that has giving input as a resource like social culture of educational system. Most important for professional development of teacher that is all teacher must strive for teacher development. Teacher development is holistic term in which it should cater to all attributes of right skills, proper attitudes and adequate knowledge to implement the skills and attitudes development in the teaching work. (Mohanraj,2009) he further says that teacher development is contrasted with the teacher education which can be offered by outside agencies, while development can happen only by one's own involvement (Wallace,1991).

As Mavika Kapoor has rightly describing a new ways of teaching:



Outcome:

- i. Minimal
- ii. Boring
- iii. Non-creative

Outcome:

- (i) Optimal Learning
- (ii) Interesting
- (iii) Creative

Kapoor further elaborates it that Child friendly methods are interactive and teacher-friendly. When these methods are used contrary to their expectations, teachers need to teach less, and punish less!

She further says that teacher can learn more from the children, as children think for themselves, work on their own and are more creative and imaginative than adults. But the teacher needs to develop a healthy respect for the child individuality and creativity (Kapoor, 2007).

As educationist, Sadgopal has posed a few questions: “Do we examine social values of child in terms of the quality of struggling, quality of critical thinking, scientific temper, capacity of reasoning and analysis, rational state of mind. Do we have integrated program for developing human mindset?”

Some positive sign and effective effort has been seen like Hoshangabad teacher education program in which government and non-governmental organization shared resources, which is a without hierarchy teacher educator and teacher participated a long time training( 75 days training in every 3 years) (source- M.H.R.D. report- 20011).Educational organizations, civil society groups, NGOs and other functionaries are also responsible for bringing this change in the societies as well as teacher professional development. For example, Central University of Haryana also initiated “**A Journey for Change-from Narnaul to Delhi**”from January 28 to February 7, 2013 to improve the perceptions of patriarchal society towards the women and girls education for their safety and security because social culture has become a strong factor for professional development as well as for promoting out-reach programs for staff members and students. And this type of out-reach program will certainly helpful for professional development of teachers. Professional development program must focus on alternative ways of imparting it like: care and share ideas with other fellow teachers, it must be follow multidisciplinary approach, seeks supporting by system, be catalyst of every reform in teacher education, strong believe in life-long learning, able to promoting an equitable and universal access to education, overcoming social barriers, tune with new developments in technological area like social media, maintain quality professional partnership, eager to build knowledge networking.

For this a serious discourse is needed at national level to regain the lost worthlessness of teaching profession. Otherwise we will find and feel deteriorating the dignity of teacher department as school education is gradually reducing in government sector. Some suggestions are required that author consider to be pertinent in this direction.

1. Critical evaluation for current in-service education.
2. Quality monitoring and supervision for training program. (Sahu, 2014).
3. Promote more research activities for teacher development.
4. Build an international co-operation.
5. Improve and strengthen condition of DIET.
6. This type of program must make necessary for every teacher.
7. Provide a clear cut curriculum for this course.
8. Improve technological use for networking as well as imparting it.
9. Promote add-on course for every teacher as free of cost.
10. Develop a forward looking in-service program.

11. Design and develop a well instructional material.
12. Alternative delivery systems and support services for training programs.
13. Provide adequate non-teaching staff in institution that imparting professional development.
14. Believe in Teacher Innovation awards.
15. Use the private teacher education for professional development.
16. Increase the number of DIET and other institutions in every district as much as possible.
17. Promote community cultural connection with institutions of education.

### **Conclusion:**

Recent years the deterioration of school education system shows that how teacher professional development a crucial discourse these days. It is very important for a teacher to remain updated. Our research indicates that some lack of emphasize on in-service education and it is imparting like only ornamental. There is urgent need of increasing institutions for in-service education. Main problem is how involve community and other institution for making close connection for optimum level of learning of teachers.

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