

**PROFESSIONAL DEVELOPMENT: NEED OF HOUR****Mr. Gurbinder Singh***Assistant Professor, Sadbhawna College of Education for Women, Raikot***Abstract**

*Districts cannot just do more of the same. They have to develop new approaches to teacher learning on their campuses, approaches that create real changes in teacher practice and improve student achievement. Hence, the real challenge schools face is how to create opportunities for teachers to grow and develop in their practice so that they, in turn, can help students grow and develop their knowledge and ability to think critically. Professional Development is must in the present scenario. To keep in view, in this article we will try to up the role of professional Development according to the need.*



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**INTRODUCTION:** Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, conferences and learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance. Professional preparation and professional development of teachers is a continuous process. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning.

**PRE-SERVICE TEACHER EDUCATION, MEANING AND SIGNIFICANCE**

Pre-service education of teacher means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers. A good deal of improvement in the teacher education programme is needed. Pre-service education is carried on for preparing different types of teachers. Pre-service teacher preparation is a collection of unrelated

courses and field experience. Research based curriculum development of pre-service teacher education is yet to take roots. These programmes are intended to support and enhance teacher learning instill in them a greater degree of self confidence. The beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where in they have been placed and interact with these cultures.

### **PRE-PRIMARY TEACHER EDUCATION PROGRAMME.**

Here teachers are trained for teaching children of pre-primary classes. This type of teacher training is generally called nursery teacher training (N.T.T). Teacher training institute of this type are existing in different states. At Mussorie, there is Montessori teacher training programme in one institution. That type of training institutes are affiliated to association Montessori international. There are pre-basic teacher training schools which prepare teachers for pre-primary schools.

### **PRIMARY TEACHER TRAINING INSTITUTES**

Primary teacher training institutes prepare teachers for teaching to the children of primary courses. These institutes prepare the students for junior basic training certificate (J.B.T). This training has been very popular almost in all the states earlier this training was meant for male and female teachers who were matriculates. Recently some modifications have been made for giving training of J.B.T. After passing J.B.T the teacher is able to earn a teaching diploma. How the minimum qualification for training has been raised to 10+2 examination. In the states of Punjab and Haryana, this type of teacher training is sanctioned to government teacher training schools (or) district institute of education and training (D.I.E.T) with the revision of grades of all type of teachers, J.B.T training centers attract students of higher caliber and they possess higher qualifications

### **LANGUAGES PROFICIENCY TEACHERS**

This type of teacher training programme prepares teachers for teaching Hindi, Punjabi and Sanskrit. This training is meant for those who are 10+2. It helps them to earn a teaching certificate called O.T (Hindi), O.T (Punjabi), O.T (Sanskrit)etc. This type of teacher training programme has been popular in government as well as non government institutes. At present, his course is being run in a very few institutes. The government has almost withdrawn its sanction to private recognized institutions.

### **D. COLLEGE OF EDUCATION FOR SECONDARY TEACHERS**

Teacher training for secondary schools is given in the government as well as non-government colleges of education. These colleges prepare teachers for middle, high (or) secondary classes. Generally in these colleges it is one year course after B.A/B.Sc or M.A/M.Sc. With

the revision of grades of teachers, the college of education has started attracting students with good qualifications. In some states like Punjab , Rajasthan, entrance test have been introduced. In the state of Haryana, The minimum qualification for competing in the admission to B.Ed is 50% marks in B.A/B.Sc or M.A/M.Sc. Besides, entrance test is also held. Marks in both are added up and then merit list is prepared.

### **E. REGIONAL COLLEGES OF EDUCATION**

N.C.E.R.T started its own regional colleges of education in four regions of the country to meet the shortage of teachers for technical subjects such as agriculture, commerce, fine arts, home science, etc. The different regional colleges of education are as under:-

**REGIONAL COLLEGE OF EDUCATION, AJMER:-**It is meant for U.P, Haryana, Delhi, Punjab, Himachal Pradesh and Jammu Kashmir. (Northern region)

**REGIONAL COLLEGE OF EDUCATION. MYSORE:-** It is meant for south region which includes Andhra Pradesh, Karnataka, Tamilnadu and Kerala.

**REGIONAL COLLEGE OF EDUCATION, BHOPAL:-**It is meant for western states such as Maharashtra, Madhya Pradesh and Gujarat

**REGIONAL COLLEGE OF EDUCATION, BHUBNESWAR:-**It is meant for eastern states such as Assam, Manipur, Bihar, West Bengal and Tripura.

**TRAINING INSTITUTIONS FOR SPECIAL SUBJECT TEACHERS:-**

The following training institutions prepare special subject teachers such as music, drawing, painting, fine arts, home science, etc.

Viswa Bharathi University, Santhinikethan (W.Bengal)

Institute of Art education, Jumia mitia, Delhi.

Government school of art, Luck now

Kala kshetra, Adayar, Madras

One year diploma in physical education for graduates at Govt: physical college of education, Patiala

### **G. INSTITUTE FOR POST GRADUATE TEACHER EDUCATION**

**ONE YEAR M.ED COURSE:** - this course is meant for those who have already passed B.Ed. It is carried in the universities in some selected colleges of education.

**M.A IN EDUCATION:** - Like other M.A it is a two year course for graduates. It is generally run by different universities. M.A in education is considered equal to M.Ed.Post graduate diploma in education, N.C.E.R.T, and some universities are running post graduate diploma courses for greater efficiency of teachers. A few such courses are in the field of research me-

thodology, educational and vocational guidance evaluation, audio-visual aids, social education, distances education etc. These courses are mostly for teachers who have passed B.Ed.

#### **CORRESPONDENCE COURSE:-**

Correspondence courses for teacher education have been started by some universities and colleges. The four regional colleges of education under N.C.E.R.T were the first to start this course. It is 14 month courses including four months training during two summer vacation.

H.P University, Simla started B.Ed and M.Ed courses in 1972. After one year, B.Ed courses through correspondence were stopped. Jammu University, the B.Ed correspondence course by Jammu University was meant only for in-service teachers. In south, Annamalai University is running B.Ed and M.Ed correspondence course. Punjab University, Patiala also started B.Ed and M.Ed correspondence courses. But new B.Ed by correspondence on large scale is banned by N.C.T.E

#### **IN-SERVICE TEACHER EDUCATION – MEANING**

The moment a teacher has completed his training in a college of education, it does not mean that he is now trained for all times to come. A teaching degree, like B.Ed makes him enter into service as a teacher. Thereafter his job continues well only if he continues his studies everyday in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is need of more and more knowledge, more and more education for making him a better teacher. There are formal and informal programmes of in-service education organized from time to time. The higher authorities concerned with education want to ensure that the standards of education are properly maintained. That is possible only if the teachers refresh their knowledge and keep it up to the mark. The different agencies, therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for overall proficiency and betterment.

#### **PROGRAMMES OF IN-SERVICE TEACHER EDUCATION**

**SEMINAR-** In a seminar some problems of education are taken up and there is collective thinking. Discussions are held and conclusions are arrived at all under the guidance of some experts.

**REFRESHER COURSES:** - A refresher course means an educational programme organized for refreshing the knowledge of in-service teacher. Generally they acquire the teachers with the new development in the field of education. With the coming up of new education policy, refresher courses were arranged all around for teachers of different categories.

**WORKSHOPS:** - Workshops are organized for giving in-service education to teachers. They involve more of practical work and less theoretical discussion. These types of programmes

are more useful for the teachers. The teachers have to work practically and come out with final materials to be seen by others. Organization of workshops consumes more time than a seminar or conference.

**CONFERENCE:** - In a conference, there is a broad discussion of subjects of practical interest. Generally there is a central theme around which several sub topics are given. Teachers as per their interest, present paper at the time of conference. The session ends with the concluding remarks of the president

**STUDY GROUPS:** - Forming study groups and using them as a technique for in-service education for teachers can work wonders. A group of teachers of the same subject and a subject expert in the college of education are combined and start working. They choose some topics of common interest (or) it may be a problem related to their teaching subject. Discussion is started under guidance and they continue thinking, studying and discussing that subject. If need arises, someone may be invited for extension lecture. The study groups may be meeting once in a week or even once in a month.

**A STUDY CENTRE OF PROFESSIONAL WRITINGS:** - Generally the materials are not under the reach of teachers. The college of education, the extension service departments can help in this direction. Various publications of N.C.E.R.T, some good books, materials produced by different centers of education may be produced in the college library. The study of reading materials will help the teacher to acquire sufficient knowledge in their subjects.

**EXPERIMENTAL SCHOOLS:** - The College of education should have their demonstration school and experimental school. These are actually practicing schools where some experiences can be performed. Whatever is taught in theory, which is put into practice by carrying out experiments? Truesdale (2003) studied differences between teachers attending just a workshop and teachers attending the workshop and then being coached through implementation. The study found that coached teachers transferred the newly learned teaching practices, but teachers who only had the workshop quickly lost interest in the skill and did not continue to use it in their classrooms. Likewise, Knight and Cornett (2009) found in a study of 50 teachers that those who had coaching along with an introductory workshop were significantly more likely to use the new teaching practice in their classes than those who only were only exposed to the workshop. Traditional workshops are not only largely ineffective at changing teachers' practice, but a poor way to convey theoretical concepts and evidence-based research. This is because many professional development workshops involve teachers as passive listeners only. Again, just like students, teachers learn better when they are able to actively participate and make sense of the information being pre-

sented (French, 1997). Professional development sessions which aim to make teachers aware of a concept have been shown to be more successful when they allow teachers to learn the concept in varied, active ways (Roy, 2005; Richardson, 1998). These activities can include: readings, role playing techniques, open-ended discussion of what is presented, live modeling, and visits to classrooms to observe and discuss the teaching methodology (Roy, 2005; Goldberg, 2002; Rice, 2001; Black, 1998; Licklider, 1997).

## **CONCLUSION**

“Good education requires good teachers” that it becomes essential that the most capable and appropriate be recruited into the teaching profession, provided with high quality pre-service programme of teacher education, and them offered opportunities to upgrade their knowledge and skills over the full length of their career. It is, therefore, essential that there is major re-orientation of teacher education to ensure that teachers are furnished with the necessary knowledge and skills to cope with the new demands placed on them. It is strange to note that too often teachers are helpless in front of machines which refuse to work. How undignified it is for the teacher to be thwarted by machines

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