TEACHER DEVELOPMENT AND TEACHER EDUCATION

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ABSTRACT

Development is that process which is done on living and non-living things. Through development, changes or modification is done indicating the solution of the problem but it would be possible by the teachers only. Now, it becomes necessary that the teachers should change or modify themselves with the demands or the needs that are arising in society. For that change; change in the teacher's training; teaching and learning materials; theoretical and practical aspects; curriculum; professional development; evaluation and assessment and many more, etc., in the same area, has also to be taken into consideration. This paper focuses on the study of the concept of teacher education, its various components, various facets of teacher development and associated factors. This paper is an effort to study the various emergent research inclinations in the field of teacher education.

Keywords: Curriculum Development, Evaluation and Assessment Process, ICT Based Teaching, Teacher Development.

INTRODUCTION

Teacher education programs are related to developing the proficiency and competence of the teachers that can motivate and empower the teacher to meet out their requirements of their profession and help them to face the challenges. As per National Council for Teacher Education (NCTE) teacher education is "A programs of education, research, and training of persons to teach from pre-primary to higher education level." W.H. Kilpatrick describes, "Training is given to animals and circus performers, while education is to human beings."Teacher education is concerned with both pre-service and in-service teacher education. In other words, the teacher education refers to the process and procedures that are designed by the policy-makers to equip all the prospective teachers with all the resources needed in this program like skills, knowledge, curriculum, teaching materials, and equipment etc. For this, there are components of teacher education through which all the teachers have to go through.

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TEACHER EDUCATION: ITS COMPONENTS

There are three components which have to be considered as important elements for the teacher education who are to be taught about the skills and knowledge. After that, it will help them in their teaching and most importantly, it will help them professionally.
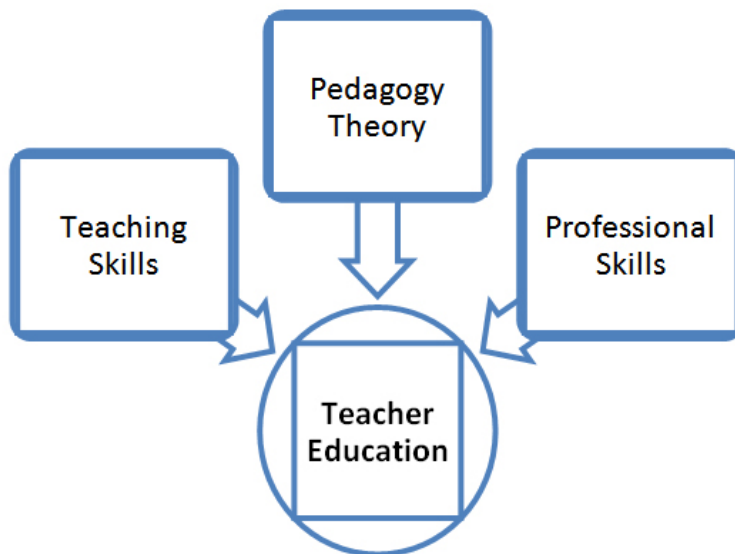

Figure 1: Components of Teacher Education

Components:

- **Teaching skills:** It includes providing training and practice with different techniques, skills, approaches, opportunities and strategies that will help the teachers to plan out and to deliver their instructions in the classroom which will provide them with appropriate reinforcement,so that there can be an effective evaluation. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

- **Pedagogical theory:** It includes foundations of knowledge like philosophical, sociological and psychological subjects that will give them the basic knowledge to do practice of teaching skills in the artificial classroom. It is based on the stage-specific theory i.e., needs and requirements of the students.

- **Professional skills:** After learning the basic knowledge about the skills, techniques and strategies in an effective manner, professional skills will help the teacher to uplift themselves in this industry and so, their professional growth will also increase. In this industry, teachers will learn and understand about the soft skills like counseling, interpersonal communication, computer interface, management skills and lifelong learning skills and all these will help the pupil-teachers to bring a change in themselves in terms of knowledge, attitude, behavior, personality etc.

As soon as all these things are taken into consideration then, they start developing themselves.

TEACHER DEVELOPMENT

It refers to the continuous process to develop, change and grow themselves in terms of their professionalism throughout their career. In this sense, the teacher needs to learn each and everything that is coming in the way of the development of the process, so that all those can be used by them in a real situation and with that; their personal and professional growth will be possible side by side. The best way to grow them is to take up their own teaching done in the classroom and try to improve upon it or take the feedback either from the students or from the colleagues regarding the teaching done in the classrooms. James (2001) mention, "Teacher can best learn through their own experience, following the guidelines from the course book, experimenting the new curriculum, taking a new role, changing the course books and trying out different ideas in classroom practice". He also says that collaboration in teaching like team teaching, joint work, peer observation, supervision, support, discussion plays an important role in teacher development. But it will be possible only when no one is forcing them to develop i.e., the teachers should motivate themselves that they have to change themselves and need to adapt to the changes and innovations coming in the teaching-learning process. Teacher needs to be updated themselves as a part of their development to adjust themselves in the new kinds of issues and challenges coming by and new ideas and concepts coming up in the disciplines and also to act accordingly with the changing needs and desires of the learners with time and economic, social and technological change(Gnawali, 2008). He also reported that without teacher development, the profession will be monotonous, tedious, slow and uninspiring. So, development starts from that day only when they take admission in Bachelor of Education (B.Ed.) course where the foundation of education, skills and basic knowledge are given to all pupil- teachers and they move on, changes come in them and at last, they have to teach the students in the institutions but again for that need to adapt the changes coming in these areas.

Important Factors for Teacher Development

- Changes in the curriculum;
- Changes in learning aids;
- Modification or innovation coming in teaching aids;
- Professional development;
- Individualized learning.

There are additional factors that help the teachers to develop themselves more so, research take place which is conducted in every area but when we talk about the development of the teacher than all the things which are related to them whether it is for the pre-service or in-service program. The researcher takes the concerned area where they feel any kind of innovations or the need for modification is required. Thus, following are the emergent research inclinations in the field of Teacher Education.
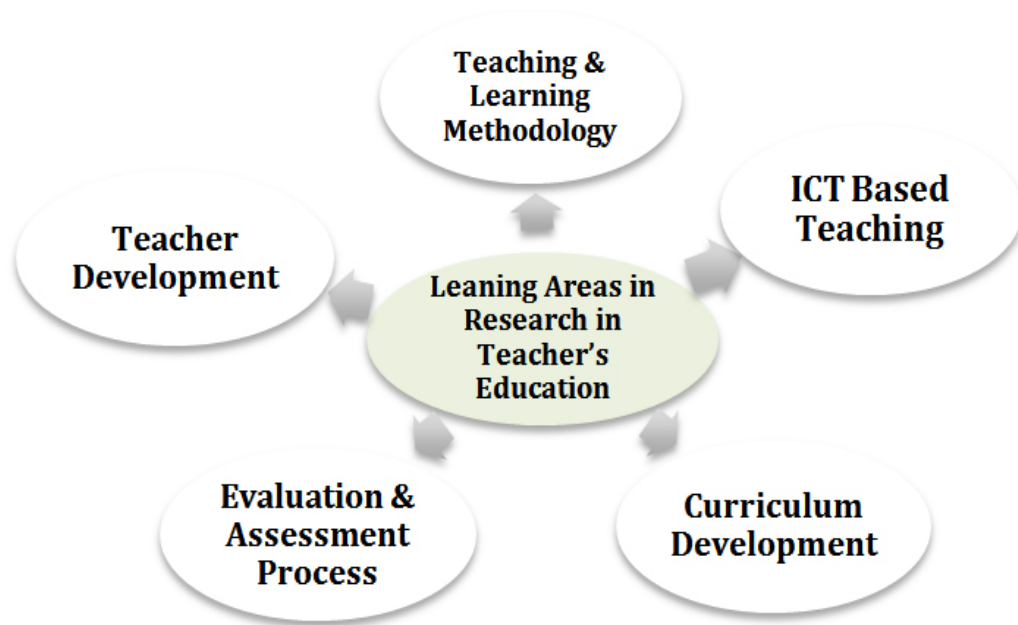
Figure 2: Leaning Areas in Research in Teacher Education

Teaching and Learning Methodology:

In today's era of development, society wishes that their students should have an overall development in every area. School changes their pattern of teaching- learning methods accordingly. With this, students construct their knowledge and skills; do experiments with which they further gain experience etc.

James (2010) led study on communication in second language (English) for teaching and learning. Teacher is undertaking a difficult step of imparting language skills to the students as they are not in position of learning new basic skills of language at school and at college level. Students require high level of skills in critical analysis and literary appreciation but they are failing in this which lead to decline in the socio-cultural development. Instructional communication is the best method to impart a second language. Bhati (2016) studied the effectiveness of cooperative learning methods for teaching English students of secondary school. The researcher wants to compare different teaching methods. Teachers must change the roles for knowledge transference to help, promote and encourage learners to acquire knowledge from various media and learning centers. Josephine (2016) studied the effectiveness of a blended learning programme on academic achievement in teaching of physical science among student teachers of Pondicherry, where blended learning was found to be an appropriate method to use in the classroom for increasing academic achievement. Here, students are given freedom to understand the concept on their own level. After going through the above research, it was found that teachers should use those methods which suit best to them for having life-long learning.

ICT Based Teaching:

In the world of globalization, every person wants themselves to connect globally which improves their knowledge, skills, information, and utilizing new technology and implementing all those in their real life such that development would occur. ICT used in school, colleges and universities helps the students and teachers to make their content delivery effective which enables them to understand the concept easily. Students and teachers can make the use of recent technology for upgrading themselves. Kumari (2013) emphasized her focus on the study of attitude towards ICT of science teachers at the secondary level in Shillong. Due to lack of using ICT, teachers are lacking behind in leadership, resulting in a decrease in teaching efficiency. Kumari (2013) carried the study of teacher effectiveness of ICT familiar and ICT unfamiliar college teachers. The knowledge of ICTs is essential for college teachers as it increases teacher's performance and also students' achievement (Dwivedi, 2016). Sridharan (2016) carried out research in the area of attitude and aptitude of teacher instructors towards ICT. But due to advancement in technology, a digital gap has been found between the teachers who have access to and control over technology and those who have no access. Realizing the importance of information technology, ICT is now used by the teachers to deal with content in a classroom creating appropriate environment for the media to be used in an effective manner with free access to a large number of information resources but for that teachers should have a knowledge about these. Then only, he will be able to implement it in the classroom as a teaching material for that he/she should be self-confident. If we want that pupil teachers should use technology then, it is the need that arises to prepare them and motivate them during pre-service training. From the above research, ICT is the best method to increase the teaching performance, attitude which ultimately increases students' achievement (Kumari, 2013; Dwivedi, 2016; Sridharan, 2016).

Curriculum Development:

It is an important tool for making the interaction between teachers and students where teachers change the curriculum according to the needs, requirements arising from students and society. Demands for all these will be completed when proper supply will be available within the institution and with teachers. After that, teachers will develop their curriculum accordingly with the limited resources available. Lodh (2011) in his study of science curriculum of secondary schools in the state of Tripura found that the curriculum needs to be changed according to present needs so that overall development can be done by acquiring scientific knowledge, skills and experiences. For qualitative improvement in teacher's education, there is a need for re-defining the teacher's role within the framework of pre-service and in-service learning. For that programme, collaboration and networking are essential for ensuring the effective and efficient implementation of the teacher education programme (Taneja, 2014). The main aim of evaluation is to better the course for students of the future. De Kalidas (2018) studied the relevance of the teachers training curriculum in present scenario. His was a historical approach showing the absence of humanistic and nationalistic qualities in the curriculum and also views the present scenario of the society. He recommends a change and modifications of the teacher's training curriculum i.e., B.Ed. with immediate effect to save Indian society and to flourish India by making out the best with traditional values, humanitarian outlook, nation-

loving principles and proper actualization of constitutional values. It can be solved by doing modification with all human values and man-making education and the interest of the nation as a whole with top-most priority and urgency. It concluded through research review that changes in curriculum that builds effective step towards development among teachers and students.

Evaluation and Assessment Process

Both the words are used as a synonym at various places but there is a difference between them. Evaluation is to make the person ranked/positioned in a classroom whereas assessment is made to identify the performance level of students. It plays important roles in the life of teachers, students and parents, where students are continuously evaluated through formative and summative way. Accordingly, suggestions are given to them for improvement and teachers keep in mind through which methods they will teach next time for better improvement. It also plays an important role in teacher perspectives where teacher programme curriculum changes with the rise in demand and supplies them in the proper form, making them effective and competent teachers. Kaur (2013) did an evaluation on quality assurance in higher education. The researcher focuses on catering to the needs arising in the market for providing an effective quality of education at a higher level. Here, the student is evaluating the teaching methodology and curriculum for making it out whether it is focusing on the quality of implementing it to the students and changes as per the rise in needs. Panda (2019) focused on an evaluative study of effectiveness of in-service education programme of elementary teachers. Researcher proposes to study the development of in-service education to assess effectiveness, to study the education needs of the teachers and to find out the priorities arising in the area of in-service education, to study the views of teachers on utility and to suggest guidelines for effective organization of in-service education programme. Development of innovative strategies should be encouraged to ensure the effectiveness of the in-service training programme. It can be concluded that most of the papers were related to evaluation not assessment. Researchers conducted in the area of evaluation have focused on the area of higher level and university level, and not on the area of primary and secondary level.

Teacher Development

The teacher tries to develop themselves in every area they get the opportunity to develop in terms of knowledge, skills, ICT, research area and many more etc. so that all these things can be imparted or been inculcated among the students for development. Teachers will develop only when they want to change or modify themselves rather than someone pushing them to upgrade themselves. Tunio (2012) studied the effectiveness of teacher training programmes in English for secondary and higher secondary schools, forcing on all trained English teachers at Larkana district. The researcher conducted the study on the basis of government educational policies to provide qualitative education to the students through effective instructional methodologies. At last, an objective was achieved where teachers themselves get academic benefits. Teaching will only be effective when the teacher gives quality of education through the improvement in teacher performance as Thakur (2017) inferred from the research on teacher effectiveness as related to cognitive style and emotional competence. After identifying the intervening variables, improvement can be done by knowing about cognitive styles and emotional competence. Ullah *et al.* (2008) studied the effectiveness of teacher education programmes in

developing selected teaching skills for secondary level and means to improve the programmes for pre-service teacher education programmes in Punjab. The researcher mainly focused on the development of skills and behavior of the graduates that can better be evaluated while they were performing the skills and exhibiting the behavior in the classroom. Therefore, the continuous classroom observation method was considered the most appropriate for this study. It was observed through above research that teachers should develop or change themselves in the area of primary and elementary level.

CONCLUSION

Teacher education programmes include pre-service and in-service teacher training programs. In pre-service programmes pupil-teachers are given knowledge in pedagogy, foundation of education and practical knowledge. In in-service programmes teachers try to upgrade themselves in every area they get the opportunity to develop themselves which would ultimately increase the teaching process during classroom transactions when appropriate methods will be used by the teacher. These will be helpful for the students and pupil-teachers to upgrade themselves. After emergent inclinations discussed above, the need is mentioned so that it might help the upcoming researchers to do research in that area for more development.

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