

## **FACILITIES AVAILABLE FOR PROFESSIONAL DEVELOPMENT OF TEACHER- EDUCATORS- A STUDY ON B.ED COLLEGES OF TINSUKIA DISTRICT OF ASSAM**

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### **ABSTRACT**

Professional development is a must for every teacher in enabling the teaching-learning process, to know and understand the expectations, challenges and issues of the teaching profession, so it is very much necessary that there must be adequate facilities provided to the teacher-educators who train the teacher-trainees. Keeping this point in view the researcher made an attempt to study the facilities provided to the teacher – educators for their continuous professional development of the B.Ed colleges of Tinsukia District of Assam and how far they have made themselves competent and able. The researcher asserts that this can be done through the organisation of various educational activities like training programmes, research projects, seminars, workshops, refresher courses etc.

**KEYWORDS:** Challenges and Issues, Facilities

### **INTRODUCTION**

Teacher education in our country has to face the challenge of producing teachers for a new society. However in order to meet the challenge successfully, it is necessary to improve the quality of teacher educators.

Teacher education holds the most crucial position in the education system today. In fact, a teacher educator is the topmost academic and professional person in the educational pyramid. A teacher educator is responsible for the education of teachers under whose charge the destiny of the children is placed by the community. The onus of the quality of teachers, therefore, rests on the teacher educator himself.

Teaching is a never ending process, and due to the rapid explosion of knowledge and scientific invention, there lays a very challenging tasks upon the teachers, as everything is changing very rapidly it is much necessary for the teachers to keep themselves up-to-date and very much professional and skilful in nature.

The present study is based upon the facilities available for the professional development of teacher educators as the researcher is very much keen to know about till what extent the teacher educators have made themselves, able and competent in this age of science and technology and keep their knowledge developing continuously rather remaining stagnant. As our concern is professional development of teachers let's have an insight into it.

### **Professional Development of Teachers**

The key-term “professional development” means - anything that helps one to develop his skills, knowledge, or competence in the workplace. In simple terms it can be said that anything that helps one to learn something new or develop one's skill or competence is professional development.

In a nutshell professional development of teachers is not a one shot, one size fits all event; rather it is an ongoing process in which teachers engage themselves out of their zeal and interest to learn how best to adjust their teaching to the learning needs of their students. It will be successful when they succeed in matching their goals with their students learning

needs. The ultimate purpose of it is to promote effective teaching that results in learning gains for all students.

### **Why is Professional Development Necessary?**

Professional development is very much necessary for the teacher educators because it ensures that one maintains high level of competence, it increases one's ability to cope up with the various challenges and changes, it helps one to plan his own development and make the best use of the available resources, it shows or proves that one is very much serious about one's career, again it helps one to be aware with the latest changes in sector and it promotes ones job satisfaction. It also helps to make the teacher the first and foremost active agent in every aspect of the educational system.

Keeping these points in view the researcher made an attempt to study the status of teacher educators and the facilities available for their professional development by keeping in mind the following objectives which are enumerated below.

### **OBJECTIVES OF THE STUDY**

- To find out the facilities available for continuous professional development of the teacher - educators
- To suggest measures for improving the conditions of the teacher – educators.

### **METHODOLOGY**

#### **Sample**

A sample of 20 teacher educators is selected from 2 colleges of teacher education of Tinsukia district in Assam. The sample consisted of both men and women teacher educators.

#### **Tools of Research**

The tools used for the present study were checklist, observation and unstructured interview method.

#### **Design of the Study**

Data regarding the facilities available for professional development of teacher educators were collected using survey method.

#### **Delimitations of the Study**

The present study is confined to two B.Ed colleges of Tinsukia district of Assam. (One at Digboi and the other at Tinsukia)

#### **Sources**

Both primary and secondary sources are used for collecting various information regarding teacher – educators.

#### **Major Findings of the Study**

- Proper infrastructure along with adequate manpower is available.
- No any innovative methods are used for imparting training to the teacher trainees.
- For continuous development a very less number of teacher educators have been found interested in.
- No any research or projects have been carried out yet, nor have any special grants been provided with.

- There is no any feedback system which would rate the performance of the teacher educators or help in their continuous development.

## **Discussion and Observation**

It has been observed that in both the teacher training colleges the infrastructure is very good and well maintained. The minimum facilities like tables, chairs, classroom, ventilation, drinking water facilities, toilets etc are sufficiently available, which is very essential in providing a positive influence in the mindsets of both the teachers and the trainees. Besides, it helps in providing an environment which is helpful in creating an atmosphere suitable for teaching- learning process.

When it comes to the availability of adequate manpower resources it has been found that sufficient number of teaching and non- teaching staff is available. Other relevant teaching materials like blackboard, chalks, duster, pointer etc are available, but modern teaching aids like whiteboard, LCD/Projector, computers etc are not available in the classrooms.

It has been seen that in both the teacher training institutions the traditional method of teaching is still followed and no any innovative methods of teaching is implemented till now, which is very much seen to be essential for establishing deeper understanding of the subject matter. It also helps in providing proper motivation in the classroom and makes learning much easier, interesting and helpful. The use of ICT in the classrooms has found to be very much helpful as it makes teaching learning more easy and interesting. It makes teaching more effective by providing didactic information which is necessary for establishing deeper understanding of the nature and effects of e- learning, No such provisions have been found in both the colleges of teacher education.

It is seen that for continuous development of teachers in-service teacher training programmes have been very much helpful because through the help of such programmes the teachers get proper knowledge and understanding about the innovations of the modern society with their applications in the educational process. This will result in bringing sound professional development among the teachers and will certify teaching profession as developmental in nature. Various organisations and bodies like – CTE, I.A.S.E, D.I.E.T, University Education Departments, N.C.T.E, I.C.S.S.R, N.C.E.R.T, and U.G.C etc coordinate these programmes and activities, which helps the teachers to get proper acquaintance with the latest developments in their theoretical and practical perspectives. Such programmes and activities are seminars, workshops, refresher courses, publications, etc but only a few numbers of teachers have been found engaged in any such activities. Neither of the teachers is engaged in kind of activities like research works, projects, experiments which would help them in knowing the existing problems and provide immediate solutions to them. Moreover, it has been found that no any special grants have been provided to the teacher educators of these institutions for carrying out any research projects.

In order to meet the inadequacy of trained teachers, for improving the status of teachers, to provide opportunities for professional development and their career so that teachers can fulfil their role and responsibility within the education system, various training programmes are launched through distance education like IGNOU, State Open Universities etc, but none of the teachers have been found engaged in any such programmes and make themselves as the first and foremost active agent in every aspect.

For identifying the teacher's weaknesses through evaluation and providing feedback to teachers and heads of institutions appear to be primary task for streamlining the system of education throughout the country. It helps them in improving constantly by accepting teaching as a reflective practice and a teacher as a reflective practitioner. As a result the teacher will start to develop the tendency with earnest zeal and interest to learn from the mistakes and will bring improvements accordingly. But, no such evaluation and feedback system is followed in the teacher training colleges.

There is no any modern facilities like audio/video recording of lectures which can be later on viewed by them and help them in improving their lacunas, the students often play a leading role in evaluating the performance of the teachers which can be done with the help of various tools like rating scales, questionnaires etc.

## SUGGESTIONS

- To implement the use of ICT in classrooms to make teaching learning more effective and convenient.
- The teacher educators for their continuous development must be engaged with various programmes like seminars, workshops, refresher courses, conferences, publications etc, and make themselves more active and dynamic
- To carry out action research in problems relating to classroom situation and applications which will enable them to gain practical experience on action research and tend them to use researchable bent of mind and aptitude while dealing with students.
- Rather following only the traditional methods of teaching innovative teaching methodology should be practised.
- The library must be improved by providing internet facilities to both the teachers and students.
- The laboratory must be improved by providing modern facilities and equipments.
- To imbibe evaluation and feedback system to know the drawbacks of teacher educators through use of modern- technologies in classrooms and students.

## CONCLUSIONS

In light of the above discussions made it is been known that development is a part and parcel of the term “profession”, as profession of any type will be truthful, valuable and relevant if it is developmental in its nature and definition with higher degree of practicability. Being contextual in approach it can be stated that teaching as a profession must have to adopt and practise the innovations of learning society and these innovations can be practised while giving training to the pupil- teachers and the teachers who are already in service. Training programmes give proper understanding about the innovations of the modern society with their applications in the educational process, which results in bringing sound professional development among the teachers and will also certify teaching profession as developmental in nature and definition in practical perspective. Any individual who enters the teaching profession should know and understand the exceptions, challenges and issues of the teaching profession in relation to the needs and demands of time and society. For this, proper knowledge and understanding is highly essential which can be made through the organisation of various educational activities like training programmes, research projects, seminars, workshops and extension perspectives.

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