

Professional Development for Teacher Educators in Indian Prospective

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Abstract:

This article has been developed for the theoretical considerations of professional development of teacher educators. The quality and standards of an education system largely depend on the quality, characteristics and commitment of teacher educators to their profession. Teacher education needs to be adequately strengthened and upgraded to accommodate the changing role of the teacher educators and so that teacher educators can effectively address contemporary issues regarding education. Teacher education has to be reformed in order to adequately prepare teacher educators for their new and more diversified functions in the university/institution and the community. It focuses on the teacher educator objectives, professional ethics & Pillars, skills, planning and the components of professional knowledge in Indian prospective.

Key words: Quality Education, Teacher Education, Professional Development, Teacher Educator.

INTRODUCTION

Well trained and well prepared teacher educators are central to improving the good academic performance as well as preparing the teacher to enact high quality instruction. In decade years,

work in practice-based teacher education has focused on identifying and elaborating Pedagogies that teacher educators can employ to prepare novice teachers for socially and intellectually ambitious teaching Practices (Mc Donald & Grossman, 2008; Lampert et.al., 2013; Elhan kazemi, Hala Ghouseini, Adrian Cunard & Angela Chan Turrou, 2016). The research on these Pedagogies is still in its early development (Knight et.al., 2014; Mc Donald, Kazemi & Kavanagh, 2013; Elham Kazemi, Hala Ghouseini, Adrian Cunard & Angela Chan Turrou; 2016); we know very few about the work teacher educators must do to design and implement what Grossman and Mc Donald (2008) have called “Pedagogies of enactment”(P.189). In this article, researcher focuses on practice, pedagogy for preparing novices to Learn, to self develop with professional ethics, to interact with in/pre-service teacher educators around the Indian prospective.

The teacher education pedagogy that approximates the work of teaching (Grossman, Compton, et.al., 2009; Lampert et.al., 2013; Elham Kazemi, Hala Ghouseini, Adrian Cunard, and Angela Chan Turrou, 2016) by providing a space for novice teacher educators to open up their instructional decisions to one another and their instructor. In practice, a novice teacher educator has to leads an instructional activity with their peers performing as pre-service teacher educators. The teacher educators indeed both as teacher educators and pre-services teacher educators, enabling to Put into Play arrange of issues related to teacher educators; subject matter, instructional decision making.

The foremost key functionalities of any educational infrastructure are the teacher educators, without them an educational institution cannot function at all. Hence, it can be said that the teacher educators are the heart of any educational institution that make functioning of any institution possible. Educators have genuine information, which led to emancipation from unreality to reality, from darkness to light, from death to

immorality and teacher educators are person who could show this path of liberation/strivings/salvation.

The teacher educators believe in the worth and dignity of man. They recognize the supreme importance of the pursuit of truth, devotion to excellence and the nature of democratic citizenship. They regard it as essential to those goals the protection of freedom to learn and to teach and the guarantee of equal education opportunity for all. The teacher educators accept their responsibilities to practice his profession according to the highest standards. Professional are those working in acknowledge profession and exercise specialist knowledge and skill. How the use of this knowledge should be governed when providing a service to the public can be considered a moral issue and is termed as professional ethics.

Professional ethics is also defined as asset of self regulatory conduct rules to maintain standards and discipline in a profession. Professional ethics are;

1. Normative ethics tries to set up norms or standards of conduct. Expected behavior should confirm to ethical norms. A theory of social justice is a normative theory of how a society should be structured and how goods, liberties and power should be allocated in a society.
2. Meta-Ethics in concerned with the nature of morality in general. It is concerned with what justifies moral judgments. The view that ethical truths are grounded in the power or say so of persons is called conventionalism.
3. Applied ethics are concerned with the application of normative ethics to practical situations. This has given go up to ethics of to practical situations. This has given rise to ethics of educators and ethics appropriate to different personal groups.

A general image of the challenges to developing teacher education has been formed, but we still know little about the Professional Development of teacher educators and how this intertwines with their professional-identity negotiation. It is known that how these aspects are resourced and constrained by

organizational practices, discourses and structures (Lunenderg, Korthagen and Swennen, 2007, Murray and Harrison, 2008; Robinson and Mc Millan, 2006; Paivi Hokka and Anneli Etelapelto, 2014). The academically based teacher education described above has also imposed high standards on teacher educators. They are considered academic professional and to be appointed, as for example, as a assistant professor, one must have a Doctoral Degree and a high level of pedagogical competence given that research based teacher education has been practiced in all over the world, an interesting context in which to preparation for professional development and identities of teacher educators in relation to teacher education practices, discourses and cultures.

So, the teacher educators must be improved to meet the challenges of the 21st century (Cochran-smith and the Boston College Evidence Team, 2009; Darling-Hammond, 2010; Korthagen, 2010; murray, 2008; Niemi, 2002; Paivi Hokka and Anneli Etelapelto, 2012). The aims of the teacher educators are developing the national, promoting the work of educators, safeguarding a socially coherent society and maintaining the national cultural heritage (Liston, Borko & whitcomb, 2008; Murray, 2008, Paivi Hokka & Anneli Etctapeito, 2008).

THE FOUR PILLARS OF PROFESSIONAL GROWTH OF TEACHER EDUCATORS

The educators measures his success by the progress of own professional growth by education. Authors (Goswami and Mohalik; 2016) recommended that Teaching, Research, Extension and Publication are the four pillars of professional growth of a teacher educator.

1. Teaching needs to be seriously examined and more effectual and time to time modified.

2. Completing the Ph.D. as well as post Doctoral is not the dead line of research. Research like entertainments occupation. It should be an enduring matter.
3. Our educators are not well-known with the Culture of Extension. They need to understand and practice in the real life.
4. Publications lend status; Publish and flourish; Avenues for publication need to be formed.

MAJOR INDICATOR OF PROFESSIONAL DEVELOPMENT FOR TEACHER EDUCATORS

The researcher has identified the major indicators for professional development of teacher educators basis on the pre/in-service training programme.

1. Deep knowledge of content matter, pedagogy as well as andragogy. Contents should be benchmarks for reaching goals;
2. How to use ideas, information and organizing concept;
3. Focus on high quality curriculum and instructional material (textbook, technology, article/journal etc.)
4. Selecting criteria for planning activity, and assessment
5. A plan for the specific teacher educators or development of education, where you are working;
6. A plan developed by a teacher educators to focus on specific areas of growth for the one academic year;
7. Teacher educators' professional development plan should be in alignment with other department plans and educators plans;
8. All teacher educators, pre-service teacher educators and other faculty members meet to-gather in a year, at least;
9. Ability to provide guidance and counseling to the pre-service teacher educators;
10. Leadership role in the organization of planning forums;

TRAINING FOR DEVELOPMENT OF SKILLS

We agree in the judgment that many teacher educators are still prepared in programs that provide little or no training of professional skills. The authors (Smith, 2003, 2005, 1969; Cohen, 2010; Pearl, 1969; Thornily, 1999) of educator for the real world viewed the absence of a training component in teacher education as perhaps its principal defect and suggested the following training dimensions:

1. Performing stimulant operations (question, structure),
2. Manipulating different kinds of knowledge,
3. Performing reinforcement operations,
4. Negotiating interpersonal relations,
5. Diagnosing students' needs and learning difficulties,
6. Communicating and empathetically dealing with pre-service students, parents and others,
7. Performing with small and large groups,
8. Utilizing technological equipments,
9. Evaluating pre-service students achievement, judge appropriateness of instructional materials,

PREPARATION FOR PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

All faculty members need to be trained in effectively participated in a team work. Professional teacher educators need to be nurtured among all the faculty members. Professionalism can be effectively nurtured through a series of well planned structured move toward,

1. Plans work on weekly-basis, and session-basis,
2. Strives for upgrading one`s professional knowledge base,
3. Works as a responsible member of the faculty, develops concern for colleagues, personal welfare and professional development,
4. Shares the vision and goals of the institution,

5. Improve the teacher education and professional development for teacher educators regularly conducts and supports research, especially action research,
6. Faculty members should be encouraged to update their skills and develop special skills of self directed learning, self-motivated team work and self-generated creativity,
7. The faculty should be encouraged to create and solve-problems. Developing a designed training strategy is key to the generating of professional,
8. Teacher educators need to be self created idea to contribute their maximum to the institution,
9. Teacher educator`s performance appraisal is an important tool to promote the professional development. The appraisal should be worthwhile and a set as a feed-back to others,
10. Use of pupil gain measures as criteria for judging the effectiveness of teacher education processes,

COMPONENTS OF PROFESSIONAL DEVELOPMENT KNOWLEDGE

Such the professional developments of teacher educators have a suitable to inquire as to the kinds of knowledge and skills. Edgar Schein in discussing a Profession`s perspective on itself, through three elements;

1. Professional knowledge be thought of as consisting an fundamental discipline or basic science component upon which the practice rests or from which it developed;
2. Professional knowledge be thought of as consisting an applied science or “engineering” component from which many of the day-to-day diagnostic procedures and problems solutions are derived;
3. Professional knowledge is thought of as consisting a skills and attitudinal component that concerns the actual

performance of services to the client, using the underlying basic and applied knowledge.

PROFESSIONAL DEVELOPMENT FOR TEACHER EDUCATORS IN INDIA

Professional development of teacher educators can be done in various ways such as through Pre-service teacher educators or in-services teacher educators, formal training courses, large-scales, centrally supported professional development programmes including Conferences, Seminars, Workshop, Article, Faculty Enrichment Programme, Orientations Programme, Collaborations of institution and university. Moreover, National Curriculum Framework for Teacher Education feels the need to reform teacher educators programme by introducing inclusive education (environment, special education) which aim to create an integrated (B.Sc./B.A.B.Ed.M.Ed.) institution/College setting, providing equal opportunities to educators with special abilities, varied Master (special Paper in PG) background and diverse learning needs. Teacher educators and Pre-service teacher educators need to be educated to change their consumption pattern and the way they look at the inevitable/nature resources. For the professional development of teacher educators due emphasis should be given on the role of community knowledge in education. It is important for the development of concept in teacher educators as well as new coming educators knowledge in real life that formal knowledge is linked with community knowledge where the learners should be given spacious scope to know about the culture of that community which will help them to enrich their own professional. Thus to enhance professional development of teacher educators online professional development programmes would to some extent helpful.

The provision of professional development through online media had a significant influence on the professional

lives of an increasing number of teacher educators. It has the potential to promote and even transform teacher educators. Effectiveness is their classroom and over all the careers. The professional development of teacher educators, various teacher educators programme such as integrated teacher educators course, M.Ed. programme and other courses are been given more importance. The first teacher educators programme for teacher education was started in July 1960, at Kurukshetra. According to the ministry of education are the country for the training of teachers and teacher educators required of multipurpose setup in different institute/college. Then the project was transferred to the National Council of educational Research and Training and during 1963-64, four colleges were started in four different regions in the country as; Ajmer, Bhubaneswar, Bhopal, Mysore. NCERT set up in (1982) new Regional college at north east RIE Shilong.

In preparation for the 1973 National Invitational Conference of the Associated Organizations for teacher Education (AOTE) on “Redesigning Teacher Education” a Delphi Survey Utilizing a selected national group of Panellists was made to identify desired competencies at four stages or levels of professional education. The four levels were; (a) entry- the time of admission to the teacher education programme; (b) Pre-service- professional preparation Preceding certification; (c) In-service- the practicing teacher following certification; (d) Teacher educators – the college instructor of Professional teacher education (Bob G. Woods, 1974).

National Policy on Education (1986/92) states: the status of teacher educators reflects the socio culture ethos of society; it is said that no people can rise above the level of its teacher educators. Thus a true teacher educator is a role model who triggers the through process of his students-teacher to realize their true potential. He teaches by practices and not merely by percent. The teacher educator is required to acquire adequate knowledge, skills, sociology, modern media, and materials. The

teacher educators can be made proficient with well-planned and imaginative pre-services and in-services training programme. Therefore, the teacher educators have made him/her familiar with the technicalities of the teaching learning process.

A step was taken as innovation and for experimentation in teacher education. Thus various efforts have been made over the years, particularly different institutions and agencies like National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), Institute of Advanced Studies in Education (IASEs) as well as universities and college of education to improve the traditional systems of teacher educators training. For instance, of particular interest in the NCTE norms 2012 is the revision the M.Ed. course duration as well as curriculum coupled with intensification of pre-service teacher educators teaching which has been the major thrust of the department of teacher educators (NCERT). As a result, most university have try to modified these teacher educators training courses particularly with the intention of making teacher educators more effective meaningfully functional. For instance of particular interest in the context is the revision of M.Ed. and M.A. (Education) curriculum coupled with intensification of pre-service teacher educators teaching which has been the major trust of the department of teacher education (NCERT) for quite some time. As a result, most universities have modified these teacher educators training courses particularly with the intention of making educators training more effectively meaningfully functional. NCTE has also emphasized the importance of professional training for the development of the teacher educators training. NCTE has suggested to; (a) introduce integrated courses of general and Professional Education in Universities/ institution; (b) improve practice-teaching and making a comprehensive programme of internship; (c) Revise the M.Ed. curricula and programmes at all levels of teacher education in the light of the fundamental objectives of

preparing teachers educators for their varied responsibilities in an evolving system of education.

CONCLUSION

The central message of this paper is simple. Researcher believes that development programme for teacher educators should become more relevant and should be more interesting. It is essential to improve teacher educators' achievement. I believe that a new NCTE norm is more effective for professional development of teacher educators, which is planned by NCTE. The NCTE introduced a newly centralized system, which lays emphasis on preparation of one curriculum for all institution/university. Programme for professional development of teacher educators in this country must include more relevant and appropriate content and practice. ICT mediated learning is essential to meet the emerging needs of the society. So curriculum should include this issue. Research shows that effective professional development increases through intensive activities that focus on deepening teacher educator's knowledge of content and allow teacher educators to work collaboratively. At the same time, a truly successful professional development system must also provide opportunities for teacher educators to practice and reflect upon their works; be aligned with standards and embedded in the daily work of the university/institution; and involve parents and other community members. So we believe that it is teacher educators who could and should bring coherence, and hence our strong support for creating a new concordat in the setting up of an NCTE in India.

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