



A STUDY OF CONTINUOUS PROFESSIONAL DEVELOPMENT OF COLLEGE TEACHERS AT KOKRAJHAR DISTRICT IN ASSAM

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Abstract: *The quality of a nation depends upon it's citizen and the quality of it's citizen depends upon it's education and the quality of education depends upon teachers and quality of teachers depend on training. Training makes the teacher perfect. Teaching is considered as an art as well as science and the teachers have to acquire different skills, which are said to be 'tricks of the trade'. Teachers can be made proficient with well-planned pre-service and in-service training program. The importance of teacher education/ training has been high lighted in the Report of International Commission on Education for 21st Century(1996) in the words, "The commission believes that a rethinking of teacher education is necessary, in order for it to bring out in future teachers precisely those human intellectual qualities that will facilitate a fresh approach to teaching." The New Education Policy (2020) also emphasized - "to raise standards and to restore integrity, credibility, efficacy and high quality teacher education. The foundations of education are blended with the components of pedagogy, internship, field-based engagement, and out reach activities, it enriches the teaching profession. Teachers play a vital role in improving the quality of education. They are regarded as the builders who determine the destiny of a nation. The teacher is the backbone of the society who guides the students to proceed the path of light of knowledge from the darkness of ignorance. Prof. Humayun Kabir rightly stated, "Without good teachers, even the best system is bound to fail. With good teachers, even the defects of a system can be largely overcome." Through this paper the author highlighted the need of professional development of teacher.*

Key Words: *Teacher, Society, Nation, Development, Training.*

1. INTRODUCTION:

Quality education is a global demand today. And the quality of teachers very much decides the quality of any education system. In any education system, teachers play the role of pivots upon which the entire system hangs. Teachers directly influence the processes of the classroom and students learning. In raising students achievement, teachers expertise is one of the most significant factors. Teacher training is a major component in the effort towards quality improvement in education. Various committees and commission highlighted the need for systematic and rigorous teacher training programmes to ensure teacher competence to meet enlarging demands on him. NCTE emphasized teachers competence, sensitivity and motivation as the determinant factor for the quality and extent of learners achievement. Teachers academic and professional standards as the critical components of essential learning conditions for achieving educational goal. In a way, the quality and standard of education in a country depends on how it manages its teachers quality improvement by initial preparation and ongoing professional development. Professional development is possible through teacher training programme, seminars, workshop, symposium, projects, experiments, publications, evaluation and fieldworks.

1.1. Objectives of the study: The study is conducted with the following objectives-

1. To study the professional status of teachers in 7 colleges of Kokrajhar District.
2. To study various teaching skills generally used by teachers in classroom.



1.2. Justification of the study:

Teaching is the mother of all profession. Teachers should get the highest quality training in content, pedagogy and practice. Professional development is a process for improving and increasing the capability of human beings working in any profession to maintain its quality and standard. There is a need to have professional development programmes for the teachers and teacher educators for improving their knowledge, competence, skills and effectiveness. Continuing training of teachers are generally organised for the professional development of teachers in the teacher training institutions or in department of education of the universities. It is the need of hour to compete the teachers with modern technology.

2. RELATED STUDIES:

Regarding teacher education /training in India several study was conducted by the researcher. The National Education Policy 1986 recommended a comprehensive programme for teachers professional development in the higher education sector. NEP's programme of action pointed to the crucial link between teacher motivation and quality of education. As per recommendation of NEP Academic Staff Colleges now HRDC were established across the country. HRDCs organising specially designed orientation programme in pedagogy, conducting refreshers courses, short term courses. Faculty development programme for serving teachers in higher education, encouraging teachers to participate in seminars, symposia and workshops. These can help in Continuing Professional Development (CPD). CPD is a life long learning process that starts with ones' entry in the profession and continues throughout the career.

Highlighting the CPD's aspect of learning on job' (Eraut, 1994), the Department for Education and Employment (2001) in its report 'learning and teaching: A strategy for professional development.' CPD consist of all those activities that increase the skills, knowledge and understanding of teachers and their effectiveness in institution and also promotes continuous reflection and re-examination of professional learning.

Indrani has conducted a study entitled "An evaluation of the cognitive abilities of prospective secondary school mathematics teachers in the methodology of teaching mathematics".

The study revealed that very few student teachers in selected universities of South India have attained the required domain status mastering the 50% of competencies and skills in the methodology of mathematics.

Dorasami, conducted a research study entitled "Development of Competency based Curriculum Design for Methodology of Teaching Mathematics and its Validation."

The findings were- (a) Cognitive competencies in the methodology of teaching mathematics.
 (b) Attitude towards various aspects of training.

3. METHODOLOGY:

Methodology is an integral part of any study. A research design can be compared to a blue print that an architect prepares before starting of construction. The present study employed descriptive cum survey method. This method includes survey and inquiry of different kinds. Descriptive studies involves description, recording, analysis and interpretation of the existing condition.

The population of the present study comprises all the provincialised and Govt. colleges of Kokrajhar district. The sample of study is taken from 8 colleges out of 9 colleges in the Kokrajhar district. These colleges are: Gossaigaon College, Janata College, Serfanguri, Fakiragram College, Girls' College, Kokrajhar, Swami Yogananda Giri College, Sakti Ashram, Bodofa U.N. Brahma College, Dotma. Commerce College, Kokrajhar. Science College, Kokrajhar.

A questionnaire has been set to collect data for the present study. Data has been collected from the above mentioned colleges and arranged the data systematically for analysis.

4. ANALYSIS AND INTERPRETATION OF DATA:

The data collection has no meaning unless it is analysed and interpreted in a systematic way through statistical technique. Data analysis involves the ordering or arranging the constituents parts for the purpose of interpretation to get the desired objectives. Interpretation of the result of analysis is also necessary. Analysis involves the breaking up of complex factors into simple parts and putting them together in a new arrangement for the purpose interpretation.

List of the colleges.

Table- 1.

Name of the colleges	Number of faculty	Number of trained faculty	Number of Ph.D holder faculty
1. Gossaigaon College	Arts=35, Sc=17 (Sanctioned=52)	52	14
2. Janata College, Serfanguri	Arts Sanctioned=25	25	12



3.Fakiragram College.	Arts Sanctioned=18	18	8
4.Girls'College,Kokrajhar	Arts Sanctioned=21	20	8
5.Swami Yogananda Giri College, Saktiashram.	Arts Sanctioned=12	9	4
6. Bodofa UN Brahma College, Dotma	Arts Sanctioned=21(excluding Sc & Com stream)	15	6
7.Commerce College, Kokrajhar	Commerce=22	20	5
8. Science College, Kokrajhar	Science Sanctioned=17	16	10

From the above table, it is found that Gossaigaon College has two stream Arts and Science and total faculty is 52. Out of this 52 faculty 52 is trained faculty and the percentage of trained faculty is 100% and the percentage of Ph.D. is 31.11%. Most of the faculty have completed the Orientation Programme now it is Faculty Induction Programme, Refresher Course and many training program.

In case of Janata college, it is seen that 25 faculties are sanctioned and all the faculties are trained. The percentage of trained faculty is 100% and the percentage of Ph.D.holder is 48%.The faculties have successfully completed various training programme and participating in seminar, workshop, online courses.

From the table, it is clear that Fakiragram College, having 18 sanctioned faculties and all are trained and the percentage of trained faculty is 100% and percentage of Ph.D. holder is 42.10. The faculties have completed FIP, RC, Faculty Development Programme, Online SWAYAM (RC) and participates in National Seminar, International Seminar, Workshop, Short Term Course etc. It is seen from the table ,Girls' College having 20 faculties trained and the percentage of trained faculty is 95.23 and. Percentage Ph.D. holder is 38.09. The faculties have completed various training courses and well developed their teaching skills. In the table it is found that Swami Yogananda Giri College having 9 trained faculty. The percentage of trained faculty is 75 and percentage of Ph.D.holder is 33.33. The faculties participate in various training programme and developed their teaching skills and competency. From the table above, it is found that Bodofa U.N. Brahma College, Dotma having 15 trained faculty. The faculties have completed the FIP, RC and many other training course successfully and the percentage of trained faculty is 71.42. Again the percentage of Ph.D.holder is 28.57.

It is seen from the table that Commerce College, Kokrajhar having 20 trained faculty. The percentage of trained faculty is 90.9 and the percentage of Ph.D holder. is 22.72. The faculties are well trained and acquire many new skills for teaching.

It is found from the Science College, that out of 17 faculty 16 is trained. The percentage of trained faculty is 94.11 and again the percentage of Ph.D. holder is 58.82. The faculties have completed various training courses and have acquired science based skills and applying the knowledge in teaching-learning process.

Objective No.2: "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." (William Arther Ward)

Good teaching is the main criterion of an efficient teacher. He can use teaching methods that are easier, quicker, better and more suitable. R.N.Tagore was right when he said,"The main objective of teaching is not to explain the meaning but to knock at the door of the mind." Therefore , to discharge the duties and responsibilities of a good teacher effectively he must possess some basic skills of teaching. The possession of skills is an essential feature of any profession. Skills provide a means for professionals to put the theoretical knowledge into practice. Effective teacher should possess skills and competence. The skills required by the teachers can be taught, practiced, evaluated, predicted and controlled. In other words, these skills can be acquired through appropriate education and training. Skill implies efficiency, expertness or proficiency in a particular task. Teaching skill therefore, means the efficiency or expertness of a teacher to impart a lesson well. Teaching learning is a complex process. It consists of various activities to be performed by the teacher. These activities may be, introducing the lesson, demonstrating experiment, providing feedback, explaining concepts and principles, questioning, drawing figures, writing on the blackboard, using teaching aids and other means of communication etc. Such activities and behaviors that facilitate learning in the students are called teaching skills.

Teaching skills are essential for effective teaching. The effective teacher must not only possess a good repertoire of skills, but also understand when and why to use certain skills. A skilled teacher understands that different educational objectives require different teaching skills and behaviors.



Different attempts have been made to list teaching skills. Allen and Ryan listed following teaching skills at Stanford University in the U.S.A.

1. Stimulus Variation
2. Set induction
3. Closure
4. Teacher silence and non-verbal cues
5. Reinforcing pupil participation.
6. Fluency in questioning.
7. Probing questioning.
8. Use of higher questions.
9. Divergent questions.
10. Recognizing and attending behavior.
11. Illustrating and use of examples.
12. Lecturing.
13. Planned repetition.
14. Completeness of communication.

From the point of view of teacher training, teaching skill can be classified into 3 broad categories. These are-

1. Core teaching skill.
2. Specific teaching skill.
3. Target group teaching skill.

Core teaching skill: Core means centre, heart, basic or foundation. Some of the teaching skills such as questioning, explaining, reinforcing and directing the students etc. are extensively used by most of the teachers in their teaching. There is a long list of core skills and sub-skills in teaching. Core skills are of 4 types-

- a. Writing Instructional Objectives in behavioural terms. (Cognitive domain, Affective domain, Psycho-motor domain)
- b. Skills of introducing a lesson. (Set induction, Previous knowledge test, use of proper teaching device, maxims of teaching)
- c. Skills of Presentation. { questioning, stimulus variation, (movements, gestures, change in voice, focussing, change in interaction pattern, change in posture, Audio-visual switching) Explaining, Demonstration, Blackboard }
- d. Achieving closure. (giving home assignment, summarizing the lesson taught, self-evaluation of his own work)

Specific teaching skill: This skill is two types-

- a. **Subject based teaching skills-** Teaching skills that are common to various subjects is known as subject based teaching skills. For example- the teacher needs specific teaching skills to teach map reading in geography, how to conduct experiment in Chemistry laboratory
- b. **Grade based teaching skills-** The teacher has to use different skills of teaching while teaching at different grade or level. The teachers of lower and upper primary classes need special skills for giving direction, developing handwriting, narration, telling a story, recitation, to teach language or science.
3. **Target Group Specific Skills-** The teacher while teaching to a specific group of students viz- learning disabled, physically handicapped, women etc uses these skills.

5. MAJOR FINDINGS AND CONCLUSION:

From the above discussion it is found that Swami Yogananda Giri College has the lowest number of faculty only 12 and highest number of faculty at Gossaigaon College 52 (both in Arts & Science stream). The highest percentage of Ph.D. holder in Science College that is 58.82. Most the faculties of different colleges of the table shows that the number of trained faculties have acquired new skills in teaching and they have completed the various training program. The newly appointed faculties of the colleges are also participating FIP, Refresher Course, Faculty Development Programme, SWAYAM, MOOCs etc. They are participating in seminar, workshop, symposium, fieldwork, experiment and publication. Through these training programme faculties are able to teach better in the classroom. A teacher is a friend, philosopher and guide of the students. He is a professional who aims at disseminating information and guiding the students. Teaching in the 21st century has been profoundly impacted by universal access to information, advances in neuro science that help us better understand learning processes and the development of assessment tools which guide teaching intervention. Today much success lies in being able to communicate, share, use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge. To meet this challenge college and university must be transformed in ways that will enable teachers to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in their work and life.

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