

Professionalism in Teacher Education

Vidyadevi R. Patil

Principal : Jai Ganesh College of Education Pune, Maharashtra, India

Abstract

In this paper we have tried to explain the importance of Teacher Education, Teaching as an profession & professionalism in Teacher Educating. It is said that some good teaches may be born, but most of them are made, as product of good teaching, learning process. This is because teaching is not a job, but an inspired profession or we can say a passion. Education in 21st century has become more complex & puts most of responsibilities on the shoulder of a teacher & teacher educations. Because of today's highly competitive environment comes with great promises for career development of aspirant professionals, with many career choices specialized education to match the same becomes necessity. Education not only tops area of any stream but is one of the most popular channels linking the new world with society at large, where excellence has no limits & intelligence is an endless path of growth.

Introduction:

Dr. A P J Abdul Kalam, former president of India has quoted that, "We request that teachers do two things, first let them think about developed India in their own ways & enthuse the students, secondly they should update their own knowledge, because the student is only as good as teacher. Let them constantly try to upgrade their skills so that they can enthuse the children to think big. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

Professionalism in teacher education is the key factor to improve the quality of education. Teaching is a noble profession which lays the foundation for preparing the individual for all other profession. But whether the academic occupation has reached the level of professionalism is still a outsider.

Teaching profession is evident as a teacher has to perform multiple activities such as teaching, evaluating, communicating, guiding & counseling, organizing extracurricular activities, diagnose & remedy students problems etc. together with activity which are intrinsic to teaching – learning. This needs excellence in academic & professional preparation of teachers.

Teacher, teacher educators & teacher trainees today require not only adequate technological ability & problem solving skills, but must also be endowed with soft skills like co-operative working, communication & presentation skills, professional ethics & values, interpersonal relationship & commitment to reliability, quality & sustainability of all activities in which they are involved. All the above qualities can be acquired through professionalism in teacher education.

Issues related to professionalization of teacher education :

The major issues related to professionalization of teacher education in Indian context are:

1. Empowerment, competency & dedicated or committed faculty with proper status & recognition.
2. Infrastructure, proper learning resources, curriculum & use of technology.
3. Facilities for qualitative research, innovation, experimentation & development works, an effective system of management.
4. Implementation of schemes of U.G.C., N.C.T.E & N.C.E.R.T for upgrading the professional competence of the teacher, teacher educator & teacher trainees.
5. Profession requires certification & license.

Demands of teacher education as a profession :

The professionals of teaching do not enjoy the status as the other professional like Doctors, Engineers, Lawyers etc. in Indian society. Teaching profession is in crisis almost everywhere in country. So, there are some demands of teacher education & teaching to be professional.

1. Teaching should be a full time job & main source of income :

In today's world there is a rapid growth of part-time faculty members & the traditional tenure system is under attack. In order to maintain the institutional standard, recently UGC has formulated one such regulation related to clock hour basis appointment / contractual appointments. Under this provision teachers are paid on the basis of number of lectures engaged or paid the consolidated amount. The educational institution are using this regulation in self benefits & teaching professional is being asked to do more with less amount of money & adjust to new circumstances with few resources.

So, if we want that teacher education system services easily as profession, we should try to make it a full time job and not part time activity.

2. Teacher Education demands Knowledge, competency and commitment:

Teaching work requires strong emotional involvement on the part of a teacher in addition to deep understanding on a knowledge of his subject and sound professional competencies. As professional, teachers should have an attitude of competence & commitment. Competency involves a related set of knowledge, skills & attitude to enable the person to effectively perform the activities of a given occupation or function in such a way that it meets or exceeds the standard expected in particular profession or work setting. In our country most of college teachers simply go through their profession without sufficient training in teaching - learning evaluation techniques & they are unable to give their best. Hence the teachers need to be highly competent, knowledgeable with commitment, devotion & dedication to their professional duties.

3. Teacher education demands professional code of ethics & values :

Code of ethics is one of the characteristics of those occupation regarded as profession & it is must for teacher education because teachers are dealing with

human beings. The basic ethics for a teacher are honesty, integrity, trust, equality, fairness & justice. These codes are crucial to achieve professional status, recognition & respect. The formulation & enforcement of code of ethics, enhance the power of teacher by giving him professional rights & privileges, which he can enjoy only when executes his professional work with moral responsibility.

4. Teacher education demands apex & monitoring body :

For all profession, there are respective apex, non government bodies like A.I.C.T.E (All India council for technical education), I.M.S (All India medical association), I.D.A (Indian Dental Association) etc. to control the quality & professional ethics. Because it is must that profession should have an authorized agency & this agency should lay down a code of conduct to be practiced by the members of the profession. But there was no such autonomies apex professional bodies for the teaching profession though the number of teachers are larger than the combined total strengths of all other professions put together.

5. Teacher education demands autonomy, for innovation, research & evaluation :

Research, innovation & evaluation are largely not encouraging the teacher education program. Professional competence of the teacher depends on their constant alertness to innovation, research & evaluation in their field & one can develop stamina to master the latest knowledge techniques & skills related to their job. National policy of education (1986) emphasis that, teacher should have freedom to innovate, to device appropriate methods of communication & activities relevant to the needs & capabilities of students & concern of the society.

Conclusion:

The factors influencing the professionalism in teacher education are Lack of opportunities, Appropriate learning environment, Professional code of ethics, Inappropriate placement of teachers, Outdated methodology of training, status & social recognition, lack of co-ordination, co-operation among teachers. Teacher training program should be organized in systematic & comprehensive manner, in co-ordination of N.C.E.R.T., U.G.C. etc. Autonomy should be provided to the teachers & teacher educators for enhancing their academic qualification & professional competency. Innovation, experimentation & qualitative research should be encourages in teacher education department of universities & intuitions. Self learning, self development, professional attitudes & values or ethics among the teacher, teacher educator & trainers should be encouraged through special privilege scheme.

References:

1. www.wikipedia.org
2. Abdul Kalam, A.P.J. (2002); India 20-20; vision for the new millennium, Penguin Book, New Delhi.
3. Biswal, G.C. (2006): Professionalization of teaching and teacher education: Some Constraints. Edutracks, July 2006.
4. Jangira, N.K. and Ahuja, A. (1992): Effective teacher training National Publishing House, New Delhi.
5. Parmar, Shalini (2008): Attitude of student teachers towards teacher profession and teaching competency. University News, 46 (17) May 2008.