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“EFFICIENT TEACHING BY PROFESSIONAL COLLEGE TEACHERS WITH REFERENCE TO TEACHER EDUCATION”

*Laxmi Rani,** Chetlal Prasad

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*Corresponding Author

Laxmi Rani.

Abstract

College teaching increasingly will be viewed as a true profession in its own right, underpinned by a solid base of knowledge derived from empirical studies on learning and student development, college effects on students, and the management of learning in complex organizations. Teachers will routinely conduct classroom research using input, process, and outcome assessment methods to understand their students and their students' educational processes and thus to improve learning. Evaluation of faculty as educators increasingly will be based on the results of modern input, process, and outcome assessments, using multiple criteria and multiple indicators to reveal effectiveness in facilitating learning. The system of incentives provided for college and (particularly) university teachers will change substantially. There's a long-standing tradition of informal sharing of pedagogical innovation among K-12 teachers and a whole line of research on this phenomenon, which is known as teacher leadership. Faculty did not like having professional development imposed on them. Faculty members didn't talk as much about recognition as they did about removing obstacles—paperwork, bureaucratic impediments, reports. They said, 'Free up our time, and let me do these things,.' Institutionalizing innovative ideas can be tricky. "When you talk about institutionalizing an innovation, faculty are all for it as long as it's a grassroots faculty effort. There are some major criteria of professional college teachers having professional ethics in teaching learning process are as follows:-Study the knowledge base of teaching and learning- Clarity of communication is a core issue of teaching learning process. Accept all who enter the classroom door-Successful teachers plan the organization of the class with same care with which they design the lesson.

Plan for instructional management- Posting a visual outline of what will be done during the class helps students follow the lesson and stay on task. Teach with a variety of strategies- study the literature and learn about approaches such as learner-centred teaching, guided inquiry, active learning, lecture, group work, and online discussion. Maintain a hospitable relationship with students, successful teachers find ways to build relationship and hence reduce the fear and mutual hostility that are endemic in higher education through: Building relationships of trust; Providing appropriate space in the classroom; De-Emphasizing grades; Empowering students; Bring Your Own Device (BYOD) initiative.

Therefore, to maintain academic integrity in the technology-rich classroom, faculty must promote digital citizenship.

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Introduction:-

College teaching increasingly will be viewed as a true profession in its own right, underpinned by a solid base of knowledge derived from empirical studies on learning and student development, college effects on students, and the management of learning in complex organizations. Professors will be understood to need solid grounding in both theory and practical in both higher education and one or more disciplinary content areas intended student outcomes will become far richer than they in many cases are now, they will expand-

1) Beyond what is often primarily factual and low-level conceptual learning in a particular discipline to mastery of diverse higher-order cognitive skills such as critical thinking, complex problem solving, and principled ethical reasoning and 2) Beyond the cognitive and psychomotor domains of learning to outcomes that will include significant affective components such as self-esteem and interpersonal and team skills. Together these outcomes can lead to the development of the "whole person," a result we profess to value but often fail to achieve, and can fit a student for a fulfilling life, a successful professional career in a rapidly changing world, and significant contribution as a citizen in a democratic society, to achieve these diverse, complex, and often difficult-to-develop outcomes, teachers will use student development theory based on empirical psychological research to adapt their instruction and advising to the needs of individual students. Teachers will routinely conduct classroom research using input, process, and outcome assessment methods to understand their students and their students' educational processes and thus to improve learning. There will be a marked diminution of faculty isolation from colleagues and the "privacy" of individual courses: courses will be viewed as interrelating parts of curricular systems, and faculty will be members of educational teams. Teachers will view these corporate endeavor's as important means of improving their effectiveness, not as infringements on their autonomy or as in any way diminishing their academic freedom. The educational efforts of the faculty will be increasingly linked with those of our colleagues at the secondary and elementary levels as we move toward becoming all one system.

Evaluation of faculty as educators increasingly will be based on the results of modern input, process, and outcome assessments, using multiple criteria and multiple indicators to reveal effectiveness in facilitating learning. Faculty evaluation will focus on the quality with which teachers implement what is currently considered good professional practice in curriculum design, instruction, academic advising, and other educational activities as appropriate to defined and written intended outcome goals and objectives and the characteristics of their students. Evaluation of faculty performance as educators also will focus on their informed contributions to improving the quality of their institutions' educational processes: curricula, courses, and advising and assessment programs.

The system of incentives provided for college and (particularly) university teachers will change substantially. In those institutions where available rewards currently are perceived as undermining educational quality by focusing on activities only weakly related to learning and student development, a wider array of professional work will be recognized as essential to improving institutional quality and effectiveness.

There's a long-standing tradition of informal sharing of pedagogical innovation among K-12 teachers and a whole line of research on this phenomenon, which is known as teacher leadership. The innovative teaching café from the various aspects of personality same type of informal faculty leadership exists in higher education as well, but there are some minor research papers have been published in this field. In an effort to better understand informal faculty leadership in higher education, Research conducted a study that combined faculty surveys and administrator interviews at various teachers training (B.Ed.) colleges of Hazaribag, District;Jharkhand "I wanted to find examples of informal faculty leadership. And I wanted to identify administrative practices that helped foster it and move it forward and the factors that impede it,"

We can say the term "informal faculty leadership." "It's informal in that it doesn't apply to elected or appointed positions. It doesn't apply to division chairs or faculty senate presidents, although they certainly can practice informal faculty leadership. But what we're talking about is faculty members spreading innovation to other faculty members. It's about causing institutional change simply by a faculty member trying out something different, and as it works, spreading the word,"

Collaboration can help move one faculty member's innovation from the individual to the institutional level the study the survey asked faculty members to identify practices of informal faculty leaders and administrative practices and

procedures that advance and hinder informal faculty leadership. There were 64 faculty respondents to the survey in 08 professional course running colleges at Hazaribag, District; Jharkhand. Role of the centre for teaching and learning respondents indicated that a well-managed centre for teaching and learning plays a significant role in informal faculty leadership. The centre should be centrally located to provide easy access for faculty from across campus.

“The centre for teaching and learning is central to informal faculty leadership. It’s not necessarily the place where [innovative pedagogical] ideas are hatched, but they are often shared there. On the administrative side, there was some frustration that not enough faculty members would take advantage of the voluntary activities going on at the CTL. Faculty did not like having professional development imposed on them. They wanted to be able to choose the areas in which they wanted to grow. There’s this conflict between administrators saying, ‘OK, we’ll allow us to choose, but for crying out loud, show up’ and faculty members saying, ‘Don’t impose this on us. Don’t tell us we’ve got to go. Allow us the choice,’”

Collaboration and recognition, the study also showed that an atmosphere of collaboration is essential to informal faculty leadership. “Every administrator will tell you that they’re for collaboration, but do they model it? Do they, in fact, invite faculty members in as one administrator said [in the study] for ‘courageous conversations’? Are they part of those conversations? Do they have a stake in that? There was one administrator that faculty members at one college mentioned who talked about collaboration and who would get their feedback but would never follow through on it. He acted like he was trying to do the right thing, but when the time came, he didn’t follow through,”

Collaboration can help move one faculty member’s innovation and passion from the individual to the institutional level. Two of the three institutions in the study had sharing mechanisms that helped spread good ideas. For example, one campus has an online interface similar to Facebook where faculty post their assessment ideas, and the assessment committee reviews them and identifies the “innovation of the week” and “innovation of the year.” Implementing a website like this requires support from the administration because such an effort requires funding and IT support.

When it came to rewards and recognition for informal faculty leaders, faculty members and administrators in this study viewed this issue quite differently. “All three administrators talked about the importance of recognition. Faculty members didn’t talk as much about recognition as they did about removing obstacles—paperwork, bureaucratic impediments, reports. They said, ‘Free up our time, and let me do these things,’”

Institutionalization under the right conditions, informal faculty leadership can come from any faculty member at any time. A faculty member may come up with an innovation and look for ways to share it with others: “‘Look how I’m using social media in this class. Let me share this with you.’ At that point, that faculty member is an informal leader. It’s not like the faculty member is dubbed ‘Official Faculty Leader.’ It’s about one’s passion. And the best informal faculty leaders are the ones who have engaging personalities. They are approachable. They have integrity. They are all about collaboration and innovation. But it’s the sharing with other faculty members to change their practices when faculty leadership takes place.”

One institution in the study gave an example of an idea from one faculty member that eventually became part of the institution’s identity. Service-learning on this campus began with one faculty member about a decade ago. This approach got such good results and such high levels of student engagement that the idea spread. Now the campus has a service-learning center and an administrator who actively seeks partners in the community for service-learning projects. Institutionalizing innovative ideas can be tricky. “When you talk about institutionalizing an innovation, faculty are all for it as long as it’s a grassroots faculty effort”. They don’t like the top-down type of institutionalization. All three administrators I talked to said that moving innovation into institutionalization was a huge challenge for them because they knew it couldn’t look top-down. It had to come from the ground up”.

One institution in the study is in the early stages of implementing an institutionalization process. It starts with a good idea—something that works and appropriate documentation of what works. The faculty innovator answers the question “How do you know it’s working ?” And then a committee of deans and faculty members talks about the innovation and decides whether it should be shared with other faculty members and how they might do that. “It’s a highly collaborative model with faculty and administrators having equal voices.”

There are some major criteria of professional college teachers having professional ethics in teaching learning process are as follows:-

Study the knowledge base of teaching and learning, we have chosen to teach in higher education because we are a subject-matter specialist with a tremendous knowledge of your discipline. As we enter or continue our career, there is another field of knowledge we need to know: teaching and learning. What we know about teaching and learning continues to grow dramatically. It includes developing effective instructional strategies, reaching today's students, and teaching with technology. Where is this knowledge base? Books, articles in pedagogical periodicals, newsletters, conferences, and online resources provide ample help. Take advantage of our institution's center for teaching and learning or other professional development resources. Clarity of communication is a core issue of teaching learning process. Successful educators teach in such a way that their students understand the subject matter, communicating clearly in both subject matter and procedure. Successful instructors make their expectations clear and provide a variety of opportunities for students to demonstrate their learning.

Accept all who enter the classroom door, much has been written about underprepared students who enter college. Since more students attend college now than ever before, it is only rational that some are not as prepared as we might expect. Institutions are dealing with this issue, but instructors must do some rethinking about how they teach, in order to meet the needs of all learners in their classrooms. Ungraded pretests and interest inventories can be used to see what your students already know about the content you will be teaching next. Students in all classes need help learning how to learn the material. You may not have imagined that you would be teaching how to learn vocabulary in your college courses, but that may be just what your student's need. Above all, students should not be berated if they don't know things that weren't taught in high school. Accept students where they are and help them to go forward. They need a college education! Successful teachers plan the organization of the class with same care with which they design the lesson. Class organization includes a wide variety of components such as room arrangement, appropriate routines, positive disciplinary strategies, and the building of mutual respect. A key difference between mediocre and outstanding instructors is that the former focuses on the content to be delivered while the latter focuses on creating a positive classroom environment within which the academic component is more likely to be appreciated and embraced. Plan for instructional management, for decades, college instructors never thought of classroom management as something they had to plan, but times have changed and today's college students need to know what's happening. Posting a visual outline of what will be done during the class helps students follow the lesson and stay on task. Various aspects of teaching, such as distributing papers, taking attendance, and making time for students to ask questions, need to be part of course planning. Put policies in the syllabus about attendance, disturbances, cell phones, etc., and then review those policies with students. You set the tone of the class, and management procedures are needed.

Successful teachers expect good things to happen, and then they make them happen. If teachers do not expect much learning to take place, it generally will not. However, these expectations should not be so unrealistically high that students are unable to meet them. The goal should be to develop and communicate expectations that are as positive as they can be while still remaining realistic. When we seek after a balance between what we feel (our emotions), what we desire (our goals or intentions) and what we think (our cognitive mental operations), and there are challenges that match our skills, there is potential for "flow" experiences in students.

Teach with a variety of strategies, study the literature and learn about approaches such as learner-centered teaching, guided inquiry, active learning, lecture, group work, and online discussion. Use what works best given your content and your students' learning needs. The best advice is to be visual, followed by keeping students actively thinking, writing, comparing, and applying new knowledge. Students learn more easily when they've been given the rationale for what they are learning, and when they understand why the teacher has chosen certain instructional methods and learning activities.

A capacity for self-evaluation and continuous growth successful teachers are learners. They pursue continuous self-study and analysis so that skills can continually be enhanced over time. They are open and able to receive the constructive criticism of others, and can evaluate such criticism honestly and fairly. Use assessment to inform students of their achievement, today's students are used to checking their grades online so they know where they stand at any given time in the semester. Grading policies need to be clear and grading scales easy to use. Share your grading policy in writing on the syllabus and then show exactly how it works after the first big exam, paper, or assignment. Remind students that assessment is more than the assigning of a grade. Assessment helps them to understand their achievement and helps teachers meet their needs.

Maintain a hospitable relationship with students, successful teachers find ways to build relationship and hence reduce the fear and mutual hostility that are endemic in higher education through:

- (1) Building relationships of trust;
- (2) Providing appropriate space in the classroom;
- (3) De-Emphasizing grades;
- (4) Empowering students.

Simple, measurable elements can be significant. Students are shown respect when instructors arrive on time and finish on time, and when they read, comment upon and return student work within a reasonable time frame.

Keep the passion for effective teaching, It is very easy to become disheartened by student complaints, lack of administrative support, budget cuts, and job insecurity. However, what is it that drew you to your discipline originally ? For most of us, it was a true passion for the subject, a desire to learn all about it, and a further desire to then share that knowledge. In higher education, we have opportunities to learn, research, teach, and shape the future of our disciplines and influence the larger world through our disciplines. Successful college teachers recognize that many of today's college students have learning needs. Taking actions like these helps them to meet those challenges successfully.

Hence, new technology continues to emerge and influence the classroom learning environment. Students now have immediate and unlimited access to digital content, resources, and databases. To capitalize on the wealth of available Internet resources, many educators are joining the Bring Your Own Device (BYOD) initiative, which encourages students to use their own personal electronic devices (smartphones, tablets etc.) during class time to augment and support learning. For example, students search for definitions and websites that enhance the course topic being discussed. Or students (as a class or in small groups) use online resources to solve a posted scenario. When used responsibly, mobile Internet-capable devices can provide opportunities for inquiry, evidence-based reasoning, and collaborative learning. However, welcoming such devices in the classroom involves educating students about the responsible use of the information retrieved from the Internet. Therefore, to maintain academic integrity in the technology-rich classroom, faculty must promote digital citizenship. Experts define digital citizenship as the norms of appropriate, responsible behaviour with regard to technology use, which includes the safe, legal, responsible, and ethical use of digital information. Users should respect copyright and intellectual property and appropriately document sources. Faculty can promote digital citizenship and academic integrity in the classroom by addressing three essential components: prevention, awareness, and role modeling.

Thus we conclude the findings; there is a vast gap between traditional teaching and modern teaching. The Idealism school of philosophy are dominant in teaching learning process but Naturalism school of philosophy is attracting to the people of new era of effecting teaching with reference to higher education of professional teaching.

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*M.A., M.Ed., Ph.D.(Psycho.)
Sr. Asst. Prof.
Dept. of Psychology,
MSKB College, BRA Bihar Univ.
Muzaffarpur.

**M.Sc.,M.Ed.,Ph.D.(Edu.) Persuing
Research Scholar
Faculty of Edu.
B.R.A. Bihar University,
Muzaffarpur.