The Need Of Professional Training Programs For Teachers In Technology-Driven Teaching-Learning Environment

Dr. Sudhakar Reddy Devireddy
Associate Professor of English
Dept. of English
School of Engineering
Anurag University, Hyderabad, Telangana, India.

ABSTRACT

In India, information and communication technologies are sophisticated enough to create the platform needed for virtual classes, self, and collaborative learning. The training program can have a serious lacuna if the, expertise and its effective dissemination. The teacher is at the center of the transformation in a learning process. Exposure of learners to telecommunication system, recent and widely used information technology related to satellite services, such as fax, e-mail, Tele-conferencing, Intranet, Internet, Tele-teaching are proving as an added advantage. Teachers empowered by technology create an environment and conditions in which students enjoy learning and learn to learn and intangible benefits is enough to plead the case teaching pedagogy is not matched with the learning environment. Technology transforms learning experiences. It plays a crucial role in innovative learning and takes advantage of access to information, knowledge of technology-driven training strategies for educators. It is imperative for teachers to become 'digitally fluent' rather than merely 'digitally literate'. Technology plays a crucial role in the learning of 21 st century, therefore educator must integrate modern technology into classroom instruction and also professional development programs targeting educational technology must be developed. This paper advocates the need for teacher professional development programs to handle 21st-century students in professional colleges.

Keywords: Professional training, 21st century, Digital literate, teaching skills.

INTRODUCTION

Teachers, who are teaching at school are required to qualify the teacher training programs such as B.Ed., T.T.C, P.G.C.T.E, and PG.D.T.E whereas teachers who have entered into teaching profession at college or professional college level not taking any teacher training programs. Moreover, in order to cope-up with the technologically driven teacher-learning process, a teacher has to update his/her knowledge and felicitation skills regularly. The teacher's role is becoming less traditional – shifting from that of "orator," or the sole source for information, to more of a "facilitator/ mediator." This shift in the role and in the student dialogue itself presents tremendous opportunity to deepen student learning and empowerment. When teachers become a facilitator to help students get the most trustworthy pieces of information from electronic sources and in the public domain, and they engage in meaningful discussions about data points students uncover individually, once-challenging subjects can take on a whole new light. Professional training to the teacher at professional college is very much important due to the following reasons:

LACK OF PRACTICAL EXPOSURE TO FACULTY AND STAFF

Most of the teachers have got no industrial experience whatever they learn through books, hence, teachers are unable to teach application and practical orientation. Industry internship is not up to the mark. The professional training programs like workshops, seminars, F.D.P, online courses will help the teacher to enhance the practical exposure to the faculty.

NEED FOR ESTABLISHING TRAINING CENTERS FOR ALL FRESH FACULTY AND STAFF A SOLUTION IN LONG RUN

As mentioned above the many of the teachers who are entering the teaching profession at professional college not by interest but by choice, Hence, they are not taking any professional training course or teacher training programs. The problem of giving training to faculty and staff will not be enormous as they will be given training only in certain subjects' areas which they are teaching.

NEED FOR CONCERTED EFFORTS FOR TRAINING OF INSTRUCTORS AND TEACHERS IN ENGINEERING COLLEGES

It is observed that not even 5% of faculty working in various technical institutions have any practical experience, leave alone the subject areas which they are teaching. The industries related to manufacturing, electrical, electronic, metallurgical, and chemical and IT industry must come forward together and identify the hands of experience for their fresh recruits before they are selected. The faculty and instructors must be given all the necessary practical training with application-oriented so that they will be able to teach effectively. This exercise has to be taken very seriously so that eventually all the faculty of the technical institution is able to teach various subjects with the practical orientation.

THE ROLE OF COLLEGE MANAGEMENT

The AICTE insists a 1:14 teacher student ratio in all Engineering colleges. It is considered healthy academic perspective, whereas most of the institutions not following the norms. It badly affecting the faculty to concentrate on transformation and updating himself/herself, moreover he/she is overburdened. The other reason is that most of the private engineering colleges are paying unattractive pay and not following any pay scale.it is closely observed that the most of the faculty are working non-comfort zone, hence, dedication is lacking.

MILLENNIUM STUDENTS

New research suggests that offering variety may be the best way to engage today's undergraduates.The old classroom model simply doesn't fit our changing needs. It's a fundamentally passive way of learning, while the world requires more and more active processing of information. Technology has the power to free us from those limitations. Technology offers another potential benefit as well: the Internet can make education far, far more accessible, so knowledge and opportunity can be more broadly and equitably shared.

The following five methods to be followed to facilitate today's students.

Research suggests millennial prefer a variety of active learning methods. When they are not interested in something, their attention quickly shifts elsewhere. Interestingly, many of the components of their ideal learning environment – less lecture, use of multimedia, collaborating with peers – are some of the same techniques research has shown to be effective.

Millennial students have grown up being able to Google anything they want to know, therefore they do not typically value information for information's sake. As a result, the professor's role is shifting from disseminating information to helping students apply the information. One of the greatest challenges for teachers is to connect course content to the current culture and make learning outcomes and activities relevant.

Millennial students were raised in a non-authoritarian manner and are more likely to comply with course policies when teachers provide them with a rationale for specific policies and assignments.

Millennial students prefer a less formal learning environment in which they can informally interact with the professor and one another.

Millennial students are extremely relational. They are more central to their parents' lives than previous generations and are used to having the adults in their lives show great interest in them. They appreciate it when professors show that same interest, and they seem to be more willing to pursue learning outcomes when instructors connect with them on a personal level.

SKILL GAP BETWEEN EDUCATIONS PROVIDED AND INDUSTRY REQUIREMENTS

A teacher is supposed to develop not only teaching and research abilities but also administrative and industry exposure. There are about 33000 engineering college in India where teachers are dedicating their maximum time to get good grades to the students instead of skill based education. An engineering outgoing student is supposed to acquire the required hands on real time experience on practical problems. A time to time self-evaluation of teaching and awareness of industry requirements is very important. Most of the teachers still maintain the teacher –centric method of teaching. They are not allowing the students for questioning, obviously, the zeal of innovation is decreasing in Indian engineering professionals.

The awareness of industry requirements to the teachers at professional colleges is pretty much important because they need to see the students employable at the end.

The resume reflected a master's degree, but the professional status still read the same — educated but unemployed. This is a story common to a number of students in the country. With an overarching bent towards theoretical education with little or no exposure

to practical know-how, this scenario has long been in the making.

With 15 million youngsters entering the workforce each year, more than 75 % are not job-ready. India will need 700 million skilled workers by 2022 to meet the demands of a growing economy. This glaring imbalance, due to lack of technical and soft skills, points towards the urgent and growing need to make young Indians job-ready, focusing on young graduates to augment their employability.

The young nation that we are with 62 % of our population in the working age group and more than 54 %of the total population below 25 years, there is a need to make drastic amends to solve the great Indian talent conundrum. To make the most of this demographic dividend that we, as a country possess, the maiden step towards this is to celebrate skills and accept their need and importance with an open mind.

Technical education plays a vital role in the development of the country's human resource by creating skilled manpower, enhancing industrial productivity and improving the quality of life. This will help increase the availability of better talent in the job market to be absorbed, as, in the current scenario, of the seven lakh engineering students that graduate annually, merely 7% are fit for core engineering jobs. What would also help is providing training is not just technical skills but also soft skills, life skills or communication skills, preparing them to transform into workers from students?

VARIOUS TEACHING- LEARNING RESOURCES

For many people, the words educational materials invoke images of large, print, classroom textbooks with small type, outdated information, and content that covers the breadth but not the depth of a subject. But learning resources are more than that. They are any tool that helps teachers teach and students learn. The current generation teachers to be well versed in using the following teaching-learning resources to facilitate the Millennium students. The following learning resources are available in all forms for effective teaching-learning process

Learning Resources include		
Textbooks (print and digital)	Apps	Study guides
Workbooks	Websites	Teacher guides
Worksheets	Software	Labs
Manipulative (blocks, beads, etc.)	Online courses	Models
Flashcards	Activity books	Movies
Educator workshops	Graphic novels	Televisions shows
Non-fiction books	Reference books	Webcasts
Posters	DVDs	Podcasts
Educational games	CDs	Maps & Atlases
	Discussions	Magazines & periodicals

FINDINGS

It is found that professional training programs in any form for teachers who are teaching at college level provide an opportunity to update themselves to reach millennial learners needs. Training programmes will develop the passion for teaching effectively by using modern teaching aids, moreover, by attending professional training programs teachers can have a chance to explore various methods to reduce the gap between the education sector and industry needs. Finally, teachers who are teaching at various professional colleges are not taken any teacher training courses, hence the professional training programs can fulfill that gap.

CONCLUSION

In India, students are completing their professional courses with the good percentage but they are really not employable. In this connection, the role of the teacher has remained very vital. The teacher has to be trained to give the maximum subject knowledge, practical application skills, communication skills and life skills to the students while teaching. In order to reach the technologically advanced student's requirements teachers have to be professionally trained.

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