

A Recommendation on the Modes and Modifications of Faculty Development Programs.

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Abstract: This paper examines the common phenomenon of a faculty development program which results a teacher to a tendency to do nothing. It focuses on redesigning of a faculty development program wherein specific measures are to be redefined. It also emphasizes the techniques to be executed in teaching and learning process in a FDP. Further it highlights the importance of the scope of personal and professional development of a teacher.

Key words: Agenda, Self-emphasis, Brain storming, Professional challenges, Opportunities to experiment, Disconnection between teachers and students.

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I. NEED OF FACULTY DEVELOPMENT PROGRAM

Teaching is a vitally important occupation /profession in which a teacher plays a vital role in building a nation as he or she generates a generation that spreads further and forever. But the most worrying aspect of the scenario is a good teacher because a research base reveals the tragic reality that there is a huge disconnection between teachers and learners in the classrooms. A good teacher is one who connects the reality to the realization and bridges the gap between the humanity in the aspect of imaginary world and practical world. Therefore there is a growing need of change in faculty development course wherein a teacher spreads overtime, be collaborative, use active learning, be delivered to groups of teachers.

Since teaching is a very noble profession that shapes the character and nurtures the future of an individual, it entails learning as an inevitable element. A teacher of the present scenario shouldn't be like a teacher of his/her generation in regard to the methods and methodologies, approach and applications of teaching. Hence a teacher is an incessant learner who has to learn consistently and teach insistently. The 21st century learners are different from learners of the previous century. Their expectations, learning styles, language needs and attitude towards teachers are different. The emerging trends in education questions:

- ❖ Are teachers ready to accept the difference?
- ❖ Do they treat the differences as challenges or opportunities?
- ❖ Are teachers ready to match teaching styles with learners' learning style?

These questions thus urge the changes in policies, procedures and provisions designed to equip teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school and wider community.

The present time faculty development programs are of course, a source of learning and seeking. But the purpose of it should be revised and modified and changed. It should break the monotonous mode of imparting methods and methodologies of teaching. On the other hand it should serve a means of pursuing an aim by inviting varied subjects and projects into discussion by the participant teachers, instead of executing the discussions on the declared topics or subjects in the agenda.

Areas of Modifications

FDP should also include periods of practice, coaching, and follow-up, promote reflective practice, encourage experimentation, and respond to teachers' needs. Technology upgrading should be one of the most important abstracts of teacher training. Especially Language Teachers who are not acquainted with technology during their academics should be given a scope to learn Technology and deliver better in the classroom and inspire student.

Teaching with technology can deepen students learning by supporting instructional objectives. Faculty development programs should be focused on reaching a specific objective. A teacher should achieve a desired

result in regard to the subject or topic. At the same time a teacher should be given opportunities to design curriculum so that he or she can apply to the need of the hour. Finally Teacher training perspectives should include experimentation and realization which builds the personality of a teacher personally and professionally.

Unlike the topics, subjects and issues to be dissertated in FDP comprised in the agenda, to significant extent teacher participants should be given a chance to design their topic wherein they can put forth the shortcomings or the outcomes in their actions in their respective field. Moreover the set of arrangements of FDP should be a ray of hope to meet with desired results in which teachers get a:

- ❖ Scope to analyse their thoughts, ideas and assumptions.
- ❖ Chance to enhance knowledge and skills in wide spread perspectives.
- ❖ Source to search or supply their research.

A change is consistent because it leads to better the benefits therefore a change in the objectives of FDP is the need of the hour. The following table depicts the difference between the present and proposed objectives of a FDP

PRESENT OBJECTIVES	PROPOSED OBJECTIVES
FDP is a meet to discuss on one of the aspects/areas designed in the agenda	It should be a need to discuss and decide the deed.
It is an expert dominated with his/her domains	It should be "self-emphasis" oriented.
It is a "Train brain" session	It should be brain storming sessions.
It enforces the teachers to accept the ideologies discussed and apply the same.	It should enable and empower the teachers to meet the requirement of the profession and face the challenges.
It is an opposition to a propositional logic.	It should be an opportunity to experiment and upgrade and update in different domains.

Training programs are not to teach expert technicians. It is to unsettle their minds, widen their horizons, inflame their intellects, teach them to think straight, therefore FDP should be Self-emphasis oriented wherein the participant should have a right:

- To meet the solution
- To raise his /her problem
- To discuss the need
- To analyse his/her observations
- **To disseminate his/her knowledge**

A teacher must be unique and enthusiastic the five steps below will help you to leverage the power of art to improve teaching practice and students' learning.

FDP'S should be thoroughly "Brain storming" sessions in which participants meet:

- To gather ideas and ideologies
- To identify common factors and elements
- To develop chance to work together further
- To think thematically

Teaching is an ever-evolving process. A teaching degree tends to lose its relevance after a while as the education system is continuously updated. Faculty development program can be a lot of help to keep at pace with all these changes and remain at the top of the teaching game.

FDP'S should be an opportunity to upgrade and update in the domains of advanced technology wherein teachers should get a scope to:

- To update the technological advancement
- To understand the use of technology as a part teaching methodology
- To customize the developing needs in teaching and learning in regard to technology
- To get acquainted with modern techniques in education

FDP'S should be a stage wherein teachers get a chance:

- To measure their values and Soft skills.
- To broaden their believes and behaviour.

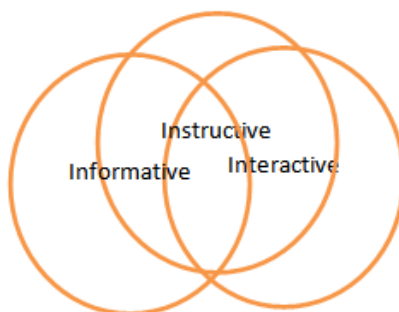
- To strengthen their character.
- To equip requirements to face the challenge.

The destiny of the country is shaped in its classrooms. Teachers play a pivotal role in this activity. Therefore, they must keep abreast of the latest methods of curriculum transactions in class. Accordingly, teachers training during service are required for the following reasons:

- a. To keep abreast with the latest happenings in recent past.
- b. To help teachers recognize the individual differences in children and modify the method of teaching accordingly.
- c. To remove any deficiencies in knowledge of subject content and also enrichment thereof.
- d. To recognize and master the use of teaching aids like computers and internet including power point presentations to make the teaching learning process more lively and useful.
- e. To incorporate constructivist approach to teaching learning process as per concerns of National Curriculum Framework, 2005.

The vehement and talented teachers are on the biggest challenge of their profession as they have the moral responsibility to enable learners to learn effectively, build socially, evolve personally, grow professionally which fundamentally call attention to the connection between the teachers and the students specifying the logical relation between them. Eventually, most of the teachers are very stringent in following their traditional methods of teaching, resulting in a distance and disconnection between teaching and learning. Therefore, a Training programme should focus on the interpersonal skills as an integral model to bridge the gap between the two generations.

II. CONCLUSION



A FDP should be a framework for defining the skill and knowledge requirements by assessing competencies and facilitating interaction and communication where social rules and relations are created, communicated and implemented in both hard skills and soft skills. This process of learning these skills spreads socialism and emphasizes the value of contextual changes affirming the abilities and responsibilities to develop a motto to the greater good in making their personalities and leading the students to make themselves. Hence, a TTP should be redesigned and redefined aiming at all the 3-I spheres: informative, instructive and interactive.

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