

Teacher training in higher education and their benefits: A review

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Abstract

Any person who provides information and knowledge about the world is called teacher. The primary teacher of any children is of course his parents and in the school, the secondary teacher is his Guru. The teacher has a unique place in the education from ancient times. It is clear from the below lines i.e. Guru Bhrama, Guru Vishnu, Guru Mahesh, Guru sakhshat Param Bharna. Moreover, Education is learning skill by which we develop the powers of judgement and reasoning. Education improves our values, moral habit also. Indian education is based on teacher and pupil relationship which is mention in our literature too. In Indian culture, Education is incomplete without teacher. Hence teacher is the main pillar of education. Present generation is the information technology generation. So, update the knowledge of teacher is very necessary. It is possible by means of training. At present there are various sources for providing the educational materials like online books, Google scholar, Wikipedia and so on. They provide relevant materials of education. But how it is implemented? It is possible by means of training aptitude. Hence, teacher training is very important for improving the skills of students. Considering this fact present study has been taken into consideration.

Key words: Education, training, teacher, system, students, skill

Introduction

Our education system is the oldest in the world. It has recently come under the radar about its effectiveness to cater to the 21st century student. The doubts stem from the question: Is our education system able to provide all that today's students need to excel in academics and ultimately, in their career? Education leaders across the country have expressed their share of opinions regarding the reformation of our education system. From changing the syllabus structure to changing the study environment, different opinions about reform have arisen. There are certainly many opinions being expressed, the one major unanimous concern being expressed by all experts is lack of adequate teacher training! Every professional in this world needs up skilling because every profession changes or undergoes modifications for the betterment of itself. So why aren't teachers trained regularly? The one profession that shows the path to other professions should receive priority when it comes to training and up skilling.

Training teachers is necessary in the 21st century mainly because of the fact that current generation students don't comprehend traditional teaching methods. We cannot teach students of today with methods of yesterday. Students in the 21st century need personalisation in education. The Indian education system has been following the habit of seeing the classroom as a whole and not as individual students, which is unfair to the majority of students. Each student is unique in myriad ways including in the way they think, analyse, understand and go about academics. It is therefore important for our existing system to bring in this change. Training teachers to know how to view their students as unique individuals with different learning styles is the game changer. Once teachers understand this and know how to cater to the various learning styles, they will positively impact hundreds and thousands of students.

Teacher training is also more critical now than ever because teachers today are struggling with identifying and filling the learning gaps in students to bring them up to grade level. Plus, they need to complete

the current year's syllabus as well. If there were ever a mammoth task, it is this. Without the right knowledge, tools, and skills, teachers cannot be reasonably expected to navigate these challenges on their own.

2. Teacher training program

A teacher training program is a program that equips teachers with techniques and modern pedagogy strategies that help them to better connect with, manage and teach to their students in a manner which ensures that all students are learning and benefitting. Teacher training programs, when conducted in the right manner and with the right content, have the power to train teachers to such an extent that they go on to positively impact students not just in academics but also outside of it. After the long gap with remote schooling owing to covid restrictions, both students and teachers are facing the consequences of learning loss and teaching loss, respectively. Students have almost completely lost their literacy and numeracy skills and teachers are struggling to get back to their offline routine of teaching. This needs to be sorted early, as it can have consequences both in the short term and long term. The only ones who can help students recover from learning loss are teachers. So training teachers, especially now, is very critical for our education system. Teacher training programs are of different types and forms: There are short term, medium term and long term programs which are conducted online or offline.

3. Major training programme for teachers

3.1. Orientation programme (OP): Keeping its tradition, the university organizes the Orientation Programme to mark the beginning of new session for newcomers of the college. This Programme also help to facilitate the freshly admitted teachers to familiarize them with the College campus and make them interact with their students.

Orientation Programme is generally clustered into the six parallel sessions, i.e. Teaching, Learning and Resources (TLR), Research and Professional Practice (RP), Theatre, Talent Hunt, Mentoring & Counselling and Outreach and Inclusivity (Sports and NSS). This program also gives opportunity to all the convenors of various college committees to interact with the students and informed them about the initiative and activities held every year.

3.2. Refresher course (RC): A refresher course is a training course in which academia improve their knowledge or skills and learn about new developments that are related to the job that they do. Lecturers working in the Universities and Colleges, who are included in the list of Colleges under Section 2(f) of the UGC Act, even though they may not yet be fit under 12-B of the UGC Act, may be invited to participate in the Refresher courses. The refresher courses run by the HRDC will provide opportunities for teachers in service to exchange experience with their peers and to mutually learn from each other.

3.3. Induction programme (IP): An induction program is a process that introduces new employees to a company's culture, processes and ethics. It is also help employees understand their role and responsibilities, Information about the institute's history, products, services, mission, vision and values, Physical and organizational orientation to help employees understand where things are and how their role fits into the company, Information about health and safety policies, procedures and first aid practices, Information about the employee handbook, code of conduct and workplace policies and procedures, Information about remuneration and employee benefits, Information about learning and development opportunities, Information about the employee's role and responsibilities.

3.4. Short term course (STC): UGC short-term courses are skill development courses that help students gain industry-relevant skills and prepare for employment. These courses are offered by higher education institutes

(HEIs). The courses can be three to six months long. The courses focus on practical learning. Students pursuing degrees or diplomas at HEIs, or anyone who has passed class 12 or its equivalent, can take these courses. The courses help students transition from education to employment. The courses cover a variety of areas, including data science, artificial intelligence, robotics and more. Benefits of UGC short-term courses Bridge the gap between academia and industry, Enhance employability, Make students more adaptable and competitive, Help students acquire industry-relevant skills and provide an opportunity to explore new fields or industries. HEIs are encouraged to collaborate with industries and Sector Skills Councils to ensure updated content, placement opportunities and funding schemes.

3.5. Faculty Development Programme (FDP): The Faculty Development Programme (FDP) intends to provide financial assistance to facilitate up-gradation of knowledge, skill and intends to provide opportunities for induction training to teachers employed in disciplines Engineering & Technology, Pharmacy, Hotel Management & Catering Technology, Architecture, Town Planning and Applied Arts & Crafts. A award Faculty Development Programme (FDP) to cover areas such as technical education policy, new concepts, methods and techniques, theory and skills development and up gradation of pedagogy educational technology, motivation, communication skills, management and other relevant issues to keep pace with the changing scenario in Technical Education. The scheme is designed to enhance the teaching and other skills of the faculty. It makes them aware about modern teaching tools and methodologies. It provides an opportunity to acquire knowledge about current technological developments in relevant fields. It will not only promote the professional practices relevant to technical education but also motivates the faculty to achieve competitive teaching and learning environment, thus channelizing development with respect to academic qualifications and personal matters.

3.6. Workshop: The UGC (University Grants Commission) organizes workshops for a variety of purposes, including institutional development, research and academic administration. Workshops are held to help higher education institutions create an Institutional Development Plan. Workshops, seminars, symposia and conferences are held to promote high standards in colleges. Workshops are held to help academic administrators understand their roles and facilitate reforms in higher education.

3.7. Research methodology course: The present course intends to target the students who are pursuing the subject of Research Methodology as a part of their degree or post graduate degree courses in criminology, law, sociology, social work, etc. Divided over 15 weeks, the course has 35 Modules which would be disseminated to the learners through e-text and video lectures. The contents of the course have been organised in a manner that they result into a progressive learning of the subject on the part of the learners. The discussion forum and quiz component of the course will enable the students for a participatory learning experience. The course can also be taken by the learners who are practioners in different organisations as the certificate programme.

3.8. Training teaching learning evaluation: The UGC offers several training programs for teaching, learning, and evaluation, including the Malaviya Mission Teacher Training Programme (MM-TTP), the Faculty Induction Programme (FIP), and the Short-Term Programme (STP). A two-week online program that focuses on the professional development of faculty. It covers topics such as academic leadership, research and technology integration.

3.9. MOOCs: Massive Open Online Courses (MOOCs) are such online courses which are developed as per the pedagogy stated herein and following the four quadrant approach consisting of video, text, self assessment and learn more. Course: I. Credit Course shall mean a course which is taught for at least one semester as a

part of a PG Programme in Indian Universities. It shall be of two types: credit courses and non-credit courses. II. Non-Credit Course shall include courses like awareness programme, continuing education programme or of specific skill set as independent course, which are not part of any set curriculum. Subject: shall mean a specific area under a discipline (Example: Physics) taught in an educational institution consisting of specific programme/ courses, resulting in the award of a certificate/ diploma/ degree shorter duration.

3.10. UGC e-Content scheme: The UGC e-Content scheme aims at developing high quality e-Content, as well as expertise for generating such content over the long term. The scheme provides financial assistance and technical support to teachers and other experts based in colleges and universities for the development of e-Content. The e-Content development and the associated web based learning described here do not seek to replace traditional teaching and learning, but are expected to supplement them. The inclusion of e-Content in learning is now inevitable and the UGC initiative is designed to meet the new challenges and to help India take the lead in this newly emerging field. The e-Content, once developed, will be maintained at the mirror sites of the UGC Information Network (UGC INFONET) and will also be available at Consortium for Educational Communication (CEC) Website. The content will be accessible to all teachers and students of the Indian university system throughout the country. The goal of this scheme is to encourage individual teachers, groups of teachers in colleges and universities and experts in the IT industry in content development and multimedia production to develop educational content in electronic format, suitable for use in various teaching and learning programmes. This scheme is opened to teachers in all subjects and disciplines.

3.11. Syllabus up grading workshop: A syllabus up gradation workshop is a meeting where stakeholders provide feedback on a course's syllabus and suggest ways to improve it. The goal is to update the syllabus to meet the needs of students and the demands of technology. Stakeholders may be asked to provide feedback on the existing syllabus. Stakeholders may be asked to suggest new content to add to the syllabus. Stakeholders may be asked to suggest content to remove from the syllabus. Stakeholders may be asked to provide an overall comment on the syllabus. Syllabi need to be updated to reflect the latest knowledge and technology. Syllabi need to be updated to meet the changing needs of students. Syllabi need to be updated to reflect the latest research in a subject. A syllabus is a document that outlines the topics covered in a course. A syllabus includes the course requirements, assignments, deadlines and how grades are calculated. A syllabus is a valuable tool for students, teachers and parents.

4. Major benefits of teacher training

4.1. Professional growth: When teachers attend training programs, it gives them the opportunity for continuous professional development to learn new ways, methods, strategies, skills and tools. When teachers get up skilled they automatically feel confident, happy and motivated to achieve greater things with their students. Confident and happy teachers mean confident and happy students!

4.2. Better Student Management: As a teacher it is important to know, understand and analyse one's students effectively. Only then can they know how to teach their students. Teaching 12-year olds cannot and should not be the same as teaching 5-year olds, isn't it? Teacher training programs help teachers to better understand and therefore, better manage their students.

4.3. Equips them with modern pedagogy strategies: Through a holistic teacher training program teachers, especially those who have been teaching for many years and therefore not likely to be aware of updated practices and methodologies, learn new methods and techniques which they can implement in the classroom to better educate their students. Not all traditional teaching methods are ineffective. At the same, not all of them are relevant anymore.

4.4. Builds better relationships with parents: In every school, one of the important predictors of happiness and success is the relationships teachers have with parents. It is important for teachers to cultivate and maintain positive relationships with the parents of the students. A teacher is the one who converses with parents the most during parent-teacher meetings, drop-off and pick-up etc. Better relationship with parents = better satisfaction quotient for the school.

4.5. Impacts thousands of students indirectly: A teacher training program not just impacts teachers but also students. A single teacher who is up skilled can go on to impact thousands of students. Teachers have a big role to play in nation building because students are the citizens of tomorrow. Imagine then, the impact that can be created by up skilled teachers.

Conclusion-

Teacher training is also more critical now than ever because teachers today are struggling with identifying and filling the learning gaps in students to bring them up to grade level. Plus, they need to complete the current year's syllabus as well. If there were ever a mammoth task, it is this. Without the right knowledge, tools, and skills, teachers cannot be reasonably expected to navigate these challenges on their own. Our education system needs to go from "Is teacher training important?" to "Our teachers MUST be trained regularly!", only then can any other change we bring into our education system really impact students positively.

6. References

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