

**THE STUDY OF IN-SERVICE TEACHER TRAINING PROGRAMMES IN
MAHARASHTRA AND THE ROLE OF TEACHER TRAINING COLLEGES****Ms. Nirmala S. Sakore***Asst. Prof. MIT VGTTA Loni Kalbhor, Pune, Maharashtra, India***Abstract**

Teacher education is of course at the base of all education systems the quality and nature of teacher training determines the nature and success of educational system. However, a realistic approach to in-service teacher training should consider that teachers are ordinary human beings with their virtues, defects duties and rights. The present paper focuses on review of in-service teacher training in Maharashtra and role of different government agencies and the contribution of teacher education colleges for in-service training. This study reveals that teacher training colleges can provide human resources and infrastructural facilities to improve quality of in-service teacher training programme.

Key Words: *In-service teacher training, Teacher training colleges.*



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Introduction:

**It is supreme art of the teacher to awaken joy in creative expression and knowledge
– Albert Einstein**

As per quote to improve teacher's knowledge and quality of teaching every teacher has need of training. Teacher education is of course at the base of all education systems the quality and nature of teacher training determines the nature and success of educational system. Everyone concerned with the educational system's performance agrees that the improvement of teaching qualities is a high priority in any educational effort. Teachers are assigned the role of change agents and are presented with new challenges, e.g. to make education global and permanent, flexible enough to serve in any environment (in or out of the classroom) for life, and reflective of the community. Teachers have to learn to adapt creativity to changes in science and technology and to prepare generations who are universal, critical and creative and who have firm identities with their socio-cultural background. However, a realistic approach to in-service teacher training should consider that teachers are ordinary human beings with their virtues, defects duties and rights.

The present paper focuses on role of different government agencies and how teacher education colleges can contribute for in-service training.

Title: Study of In-service teacher training in Maharashtra and role of teacher training colleges.

Objectives:

1. To study the history of in-service teacher training in India.
2. To study the in- service teacher training agencies in Maharashtra.

3. Role of teacher training colleges in an In-service teacher training.

Definition of Key term:

In-service Teacher training: “Any activity which a teacher undertakes, after he has begun to teach which is concerned with his professional work”- Department of education and science (1970) UK.

For administrative convenience, In-service training is defined as “a programme of systematize activities promoted or directed by this school systems or approved by the school systems that contributes to the professional or occupational growth and competence of staff members during the time of their service to the school system.

History of In-service teacher training in India:

- According to educational policy 1904 Lord Curzon defined the role of teacher training college in an in- service teacher training and need o f in-service teacher training.
- The resolution on educational policy of 1913 laid down the major principles for the expansion and improvement of primary education and also recommended in-service education for village teachers.
- The Hartog Committee of 1929 made further recommendations about the training as well as in-service in service education of primary teachers.
- Dr. S. Radhakrishanan recommended in an university education report (1949) that the scheme of refresher courses may become a real success, the authorities of schools and intermediate colleges and the government education departments should make certified attendance at a university refresher course, once in every four or five years, or qualification for promotion.
- According to secondary education commission report (1953), the teacher training institution should accept its responsibility for assisting in this in-service stage of teacher training.
- International secondary education project team report (1954) stated that education departments consider ways and mean of helping teachers to obtain in-service training and recognizing the improvement in their professional and academic qualifications by suitable salary increment.
- The Education Commission (1964-66) strongly recommended that: (i) large-scale programmes of in-service education of teachers should be organized by universities and teacher organizations at all levels to enable every teacher to receive at least two or three months of in-service education in every five years of service., (ii) continuing in-service education should be based on research inputs, and (iii) training institutions should work on 12 month basis and organize in-service training programmes, such as refresher courses, seminars, workshops and summer institutes.
- According to National policy on education (1986), Teacher education is a continuous process, and pre-service and in-service components are inseparable.NPC modified in1992 states that teachers will have multiple roles to perform. Initial and in-service training will be made mandatory for faculty members and adequate training reserves will be provided.
- National Knowledge Commission (2008) stresses the need to strengthen the teaching community qualitatively.

In- service teacher training agencies in Maharashtra:

To enhance quality of education and quality of educational institutions, to update educational methodology and to offer publicity to educational innovations by conducting various types of educational research every state establishes some institutes, council and associations. In this unit, we will discuss the role and functions of the following state agencies:

- State Institute of Education (SIE)
- State Council of Educational Research and Training (SCERT)
- State Board of Teacher Education (SBTE)

State Institute of Education (SIE): Training, preparation of teaching aids and evaluation needs continuity to achieve quality education. Considering this aspect, Maharashtra state has established “State Institute of Education”(SIE). Initially, SIE looked after primary education only. Later on, its scope is widened to pre-primary, secondary and higher secondary education. In 1984, it secured constitutional status like NCERT and is renamed as “Maharashtra State Council of Educational Research and Training (MSCERT).”

State Council of Educational Research and Training (SCERT):

Maharashtra State Council of Educational Research and Training (MSCERT) was originally established in 1964 as the State Institute of Education (SIE) in Pune. In 1984, the SIE was converted into the MSCERT after merging several state-level institutes into a single body. MSCERT works under the department of School Education and Sports, Government of Maharashtra. For quality improvement of school education it (MSCERT) carries the responsibility of teacher education, research and evaluation.

Following are the functions of MSCERT:

- To improve school - education, continuing education, non-formal education and special education.
- To impart in service - training to the inspectors of preprimary to higher secondary education.
- To impart in service - training to the teachers from pre-primary to higher secondary schools.
- To make available extension - services to teacher - education - institutions and co-ordinate the same.
- To prepare teaching aids for educational institutions.
- To motivate teachers to undertake /investigative research regarding content cum methodology.

State Board of Teacher Education (SBTE):

Kothari Commission for the first time in 1966 recommended for establishing SBTE, whose main function was to develop teacher education in the state to be administered by the state board. State boards were established in M.P in 1967, and Maharashtra, Jammu and Kashmir and Tamil Nadu in 1973. Ministry of education forced states to have SBTE suggestions NCERT such boards almost all states established.

Functions of SBTE:

- Determine the standards of TE Institutions.
- Modifying and improving the curriculum, text books and the system of TE of the state.
- Developing the criterion for the recognition of the TE institutions.

- Organizing the guidance facility of TE institutions.
- Developing the criteria for admission in TE and evaluating the teacher efficiency of pupil teachers.
- Preparing the plan for the qualitative and quantitative development of teacher education.
- Providing guidance to the Universities and State institutes for improving and modifying curriculum, textbooks and examination system of teacher-education.
- Determining the educational and physical conditions of the teacher education institutions for affiliations.
- Developing the sense of cooperation among university departments and other training institutions.
- Providing financial assistance – different facilities for TE at different levels.
- Provide suggestions for the development of state teacher-educators.

District Institutes of Education & Training (DIETs)

- Maharashtra has 34 sanctioned and 33 functional DIETs to cater to its 35 districts. The majority of DIETs (29) were established between 1995 and 1997 and the remaining between 2009 and 2011. 27 have been upgraded from existing D.T.Ed colleges and six are 'new'.

Functions of DIET:

With MSCERT planning for the State, in-service training tends to be a routine implementation function at DIETs. Very few training programs are designed locally. Trainings are conducted using the cascade model and there does not seem to be any follow-up on what worked and what did not unless instructed by MSCERT. In the past year, training of primary school teachers under SSA was coordinated the DIETs at the block level for orienting teachers to the restructured curriculum and revised textbooks of classes 1 and 2. Training of primary teachers of English under SSA was coordinated by DIET with the support of the British Council. Some other areas for training were RTE, CCE, Age-appropriate pedagogy, Health and Physical Education, and Art and Music Education. Training of secondary school teachers under RMSA was coordinated by DIETs with overall coordination by MSCERT; needs analysis was done on the basis of achievement survey of class IX language (Marathi and English) and Mathematics conducted by MSCERT. Also under RMSA, DIETs conducted training on School Leadership for secondary school headmasters with modules developed by MSCERT.

Workshops for development of CCE tools and educational aids, for the Kendra Pramukhs (CRC Coordinator) and Resource Persons (RPs) has also been done by the DIET in a phased manner.

Institutes for Advanced Studies in Education

There are two IASEs in Maharashtra - in Pune and Aurangabad. Both IASEs are recognized research centers for the State. The SNTD College of Education for Women in Pune was upgraded to an IASE in 2004; it currently runs B.Ed., M.Ed., M.Phil. and PhD programs. With its genesis in an Arts College established in 1951, the IASE is a constituent college of SNTD University established by Maharshi Karve. IASE Aurangabad was initially established in 1954 as a Government College of Education, in Aurangabad. The Government College was upgraded to an IASE in 1989. At present, the institute is running M.Ed., B.Ed., Regular

(Full Time), M.Ed. Regular (Part-Time) course and part-time Doctoral (Ph.D.) Degree course in Education affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. M.Ed. (in-service/distance mode), B.Ed. (in-service/distance mode), Distance School Management Course (DSM), Child Care Certificate Course Vocational /Contact Session Mode courses are affiliated to Yashwantrao Chavan Maharashtra Open University (Y.C.M.O.U.) Nasik.

Functions for In-service teacher training: Above mentioned institutes also arranges in-service programs like workshops, seminars and conferences were organized at state and national level for teacher educators during this period. IASE Pune has designed a course for teacher educators but are unable to run it due non-availability of funds. IASE Aurangabad too designed research workshops for teacher educators, student-teacher, in service teachers of various disciplines.

University Departments of Education (UDE):

- Education is now considered an independent field of study; UGC provides the grants to the University Department of education.
- Higher level training is essential for teachers for their development.
- Department of Education (DOE) provides training for educational administrators and curriculum specialists to improve evaluation procedures as well examination system.
- University DOE organize the M.Ed, B.Ed, and M.Phil classes as well as research work for Ph.D and D.Litt degree in education.

Functions:

- Develop the post graduate studies and research work.
- Organize training for school teachers.
- Provide solid programmes for teacher education and developing research work.
- Starting and organize some programmes for post graduate teachers which are not organized at other centers.
- Developing language laboratory, preparing instructional material and use new innovations and practices in TE.
- Encouraging the interdisciplinary courses and interdisciplinary research studies so that the requirements of other departments can be fulfilled.
- Organize extension lectures and programmes to encourage the teachers and research workers to contribute in the discipline of education.
- Providing awareness of new methodology and technology to upgrade the standard of TE.
- Developing the effective procedure of evaluation of theory and practical in education.

Role of Open universities:

Quality Teacher education is crucial for the development of society and the achievement of the Millennium Development Goals, particularly to achieve universal primary education. IGNOU offers a Bachelors Degree in Education through Open and Distance Learning mode. This B.Ed. degree is recognized by the National Council for Teacher Education and is much valued and sought after. From a single study centre in Nagpur for the whole of Maharashtra, there are now eleven study centers, out of which six are in Pune region. 100 learners are allotted to each study centre. The total number of applicants for the entrance test each year runs into more than 12 thousand in Maharashtra. The demand for quality teacher education

through ODL mode is increasing. The B.Ed. programme of IGNOU has provided access to several government primary school teachers who aspire to upgrade their skills and move upward in their career paths. Not only has IGNOU provided the access to in-service graduate teachers to upgrade their qualifications, but it has also been successful in transforming the quality of teaching in the rural areas of the State of Maharashtra where these student teachers are employed. Most of the applicants and the admitted B.Ed. learners in Maharashtra are primary school teachers teaching in the government district schools. IGNOU's B.Ed. degree is recognized by the National Council for Teacher Education. IGNOU is the apex body of Distance Education in India and the degrees, diplomas, certificates awarded are of an exceptionally good quality. Some objectives of IGNOU are democratizing higher education by taking it to the doorsteps of the learners; providing access to high quality education to all those who seek it irrespective of age, offering need based academic programmes by giving professional and vocational orientation to the courses.

Role of colleges for teacher training colleges for In-service teacher training:

Above mentioned agencies are controlled by government but if these agencies take help of private teacher education colleges then it will be easy to give in-service training for teacher.

Some of the ways to give contribution of teacher training colleges:

1. Providing infrastructure facilities: Some government agencies can use the technological and infrastructural facilities of private colleges for all level teacher training (from primary teachers till university level). It will be especially useful for rural area teachers who are not able to coming university or other agencies.
2. Providing resource persons: Private colleges can provide resource persons for workshops and training.
3. Developing own modules on new concepts: private colleges can develop the syllabus modules for providing training for new concepts for e.g. Life skills and value education training programme, Leadership quality development programme for Head masters.
4. On demand training: In some rural area schools are approaching teacher training colleges for training at that time teacher education colleges can arrange the summer vacation training for teacher or week end days training programmes. For teaching aid making programme, ICT techniques programme.
5. Teacher education colleges can offer some programmes based on new syllabus. Some secondary teachers completed their B.Ed. course before five to ten year so they are not aware about some concept for that, teacher training colleges can give general idea to school principals and offer them training for that for e.g. CCE, RTE etc.
6. Study material or manual: Along with training teacher training colleges also provide some manuals for the reference for e.g. ICT training.
7. Teacher education colleges can arranges workshops, seminars for school teachers.

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