

**IN-SERVICE TEACHER EDUCATION IN FUTURE WITH SPECIAL REFERENCE TO
INDIA****Vinay D. Dhondge, Ph.D.***Assistant Professor, Azad College of Education, Satara PIN 415001(M.S.), India***Abstract**

India has a large number of teachers and needs many more. All processes of teacher recruitment, training, motivation, incentives, retention and feedback therefore have to be planned on a large scale. Further the ultimate goal of in-service teacher development should be to ensure that optimal learning takes place in the classrooms. In 1952, Mudliyar Commission recommended Government of India to give the inservice training under special scheme. Government established 54 Extension Service Centres all over India. But now a days these centres are not looked after properly by state governments. In Maharashtra, only two centres have full time co-ordinators while others are looked after regular teaching staff in respective B. Ed. Colleges. This situation should be changed because of challenges in 21st century. Government should take proper steps to restart such centres at every district which should cater the different needs of teachers in schools. This paper throws light on challenges before the secondary teachers and it also emphasizes need of in-service teachers training in future.

Key Words: Colleges of Teacher Education (CTEs), Institutes for Advanced Learning in Education (IASEs), National Council of Educational Research and Training (NCERT), Regional Institutes of Education (REIs), State Councils of Educational Research and Training (SCERTs).



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INTRODUCTION:

The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country.

For in-service training, the country has a large network of government-owned teacher training institutions (TTIs), which provide in-service training to the school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the National Council of Educational Research and Training (NCERT), along with its six Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). Both NCERT and NUEPA are national level autonomous bodies. At the state level, the State Councils of Educational Research and Training (SCERTs), prepares modules for teacher training and conducts specialised courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and

Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers. Apart from these, in-service training is also imparted with active role of the civil society, unaided schools and other establishments.

NEED AND IMPORTANCE

The destiny of a country is shaped in its classrooms. Teachers play a pivotal role in this activity. Therefore they must keep abreast 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 PowerPoint 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.
- f. Using technology to enhance the learning process.

SOME EMERGING NEEDS FOR TRAINING IN GENERAL

- a. Changing expectations of society: - The role of education is changing very rapidly due to changes in society. Education is in great demand and technology is changing and so is curriculum. So the teacher who is regularly updated about all these things is only successful. Accordingly in-service training is to be imparted to him/her
- b. Use of Information and Communication Technology: The use of ICT and internet in particular has opened new vistas for making education process effective. As such all teachers have to learn how to use it for making his lesson delivery good and efficient.
- c. Increasing competition: A student has to face a lot of competition in every walk of life. The process of education should empower the child to emerge victorious in this battle. Accordingly the curriculum is changing and even areas such as life skill education are being inculcated
- d. Employability skills: Related to life skills are employability skills which include decision making, empathy and sociability etc. These are being integrated into the curriculum in the form of case studies and applied questions. Every teacher in general needs to be empowered in these areas.
- e. Group work cooperation: Modern curriculum transaction techniques emphasise group work among students as a method of attaining learning objectives effectively. The teachers need to be trained to use it with ease and confidence.

SOME SPECIFIC AREAS WHERE TEACHERS REQUIRE IN SERVICE TRAINING:

Teachers require training in some of the following areas:

- a. Using case studies and case problems: - As we know that it is important for a student to apply the knowledge gained. In psychological & business studies this is sought to be done through use of case studies. They are real life situational examples which help students to visualize themselves into the shoes of managers of companies and thus learn a vital skill which is not possible otherwise.

According to the latest decision these now also form a part of evaluation process. Therefore a teacher ought to be equipped to handle these and to make the best use of them in class.

- b. Computerised accounting: In Commerce, there is another grey area where the teachers find themselves at a loss to teach properly because they have not been trained fully to handle this. Accordingly they should be given inservice training in this area.
- c. Use of internet as teaching aid: By its very nature internet is finding increasing use in modern class teaching. But in India it is not used as much as abroad because of lack of facilities and training. Topics like financial markets are best taught through internet. So the commerce teachers need to be equipped to use this in the class to be more effective.

d. Using power point presentations: The teacher should use power point presentations to make his/her teaching live. For this due training should be given to him/her.

e. Use of different Teaching Strategies and Techniques: As we know that, the traditional teaching methods are becoming outdated in twenty first century. The new techniques and methodologies have emerged like models of Teaching, Co-operative learning, Constructivist approach etc. These trainings should be provided by these Extension Service Centres. In the teaching of different subjects constructivism can be used with the help of:-

- a. Case studies
- b. Case Problems
- c. Role Plays
- d. Class Discussions
- e. Brain Storming
- f. Projects
- g. Debates
- h. Quizzes
- i. Interaction with ex-students and people in the industry
- j. Industry visits
- k. Study Tours
- l. Short term courses and workshops
- m. Use of open education resources and internet.
- n. Films and power points.

The teachers have to be trained in the development of the software & hardware of the above methods and using them efficiently and effectively. Now the question comes how the teacher can be empowered to use it in class. The teachers need training in the use of tools listed above. For this appropriate programs can be designed and administered.

f. Stress managing Techniques: These days in every field we observe stress, so the Stress Reduction Techniques should be provided by these centres.

ORGANISATIONAL ISSUES:

Infrastructural Facilities

To make any in-service training programme successful requires massive infrastructural facilities apart from motivation and coordination at all levels to make the desired impact. Some of the physical resources required are:-

- a. Specially trained co-ordinator.
- b. Availability of adequate finance to conduct the training.
- c. Supply linkages with the vendors.
- d. Availability of rooms with adequate facilities and other infrastructure like toilets etc.
- e. Adequate number of computers, LCD projectors for power point presentations, and microphones.
- f. Well trained teacher educators who have command over the subject and also respect of the teachers.
- g. Adequate stationary and photocopying facilities.

SOME SPECIFIC INFRASTRUCTURE FACILITIES FOR IN SERVICE TRAINING TEACHERS:

Science and mathematics being practical oriented subject, each in-service teachers' training centre should be provided with the science and mathematics resource centres.

To teach languages, Language Labs should be established at each Extension Services Centre.

Special Geography lab including GIS(Geospatial information systems) facility should be developed for the training and promotion of advanced mapping techniques.

Economics and Commerce being subjects which are semi vocational and directly connected with life the teachers need to be trained to link it with external reality and therefore require some special infrastructure facilities:-

- a. Special stationary like formats of cash book, vouchers and ledgers etc. so that teachers of accountancy can be given real hands on experience in filling them which they can transmit to the students in curriculum transactions.

b. Software like MS- office and accounting packages like Tally which will help in training teachers in their use and hence passed on to the students in normal teaching.

c. Special furniture like oval shaped tables, bulletin boards & overhead projectors etc. for practice in Group teaching, Co-teaching, Team teaching, Experiential learning, Problem based learning and Micro teaching. This practice is important so that these practices percolate down in the school curriculum transaction for effective realization of educational objectives.

HUMAN RESOURCES REQUIRED

The following human resources are required:

- a. Core resource persons for taking the sessions.
- b. Administrative personnel for taking care of those issues.
- c. Helping staff for other work.

SPECIFIC REQUIREMENT OF HUMAN RESOURCES FOR TEACHERS TRAINING

- a. Lecturers/Readers/Professors of each school subject as well commerce /Management / Education from colleges, universities and Institutes etc.
- b. Members of bodies like IIE, ICAI, ICWAI, and ICSI & AIMA , expertise from different fields from Rotary Clubs can be arranged.
- c. People from Income-Tax, Value Added Tax and other revenue departments of government of India or state concerned. As well people from different government associations.

COLLABORATIVE INSTITUTIONS

In-service training cannot be imparted without the resources and support of the institutions which have the expertise in the areas in which the training is to be given. Apart from this the cooperation of institutions which provide the teachers who come for training is also required. For example if we have to conduct a workshop on using case studies in business then it would be prudent to have core faculty from IIM's or FMS and teachers of schools who are interested in the workshop. If the venue of training is being provided by an institution then its full support and collaboration is needed.

COLLABORATIVE INSTITUTIONS FOR TEACHERS INSERVICE TRAINING

- a. Colleges of Education particularly for enrichment of teachers on pedagogical tools to be used in commerce curriculum transaction.
- b. Institutes of management.
- c. Universities and colleges departments.
- d. . National Council of Educational Research and Training (NCERT) and State Council of Educational Research and Training (SCERTs).
- e. Central Board of Secondary Education (CBSE) and State Boards of School Education.
- f. Institute of Company Secretaries of India.
- g. Economic ministries of the Government of India like Ministry of Commerce, Ministry of Finance, Ministry of Industry and Ministry of Corporate Affairs etc.
- h. Financial institutions like Banks & Insurance Companies etc Institutes like Small industry Service Institute & Entrepreneurship Development Institute of India etc.
- i. Departments of taxation of state like VAT and Service Tax etc.
- j. State Boards of SSC & HSC.

TYPES OF TRAINING PROGRAMMES AS PROPOSED/CONDUCTED BY NCERT / OTHER INSTITUTIONS FOR TEACHERS

There are different types of training programmes designed to suit the needs of the schools and teachers.

1. 3 day programme: - This is usually organized as an orientation programme to introduce changes in the curriculum and textbooks. The focus is to familiarise the teachers with the changes and new approach adopted in the textbooks.

2. 5 day programme: - This programme is organized with the purpose of focusing on pedagogy and content enrichment. The objective is to demonstrate new approaches of teaching along with content. This enables the teacher to be empowered with contemporary pedagogy as well as refresh content and focus on emerging areas in the discipline. This manual may be used for 5 day programs by teacher educators, state boards/school councils dealing with higher secondary education. It consists of objectives of commerce education, commerce syllabi and textbooks, commerce, Teaching learning strategies, Transaction of themes, Principles of Management, Business Environment, Globalization, Financial System, Marketing and Consumer Protection. Some of these topics are enrichment material for teachers and some in the form of lessons for students which can be adopted by teachers'.

3. 21 day training programme: - This is conducted on the principle of continuing in-service education for teachers. This is also a service condition and promotion is based on teachers attending a 21 day training programme conducted by an authorized organization or university. For example Institute of Advanced Studies in Education (IASE), SCERT, and Kendriya Vidyalaya Sangathan conduct such training programmes for their teachers. The focus is on both content enrichment and pedagogy. Besides content many contemporary and emerging issues are also dealt with like Peace Education, Education for Groups with special Needs, Gender issues, and many other current issues related to school education.

EVALUATION OF THE PROGRAMME

While we expect economic inputs in Inservice Teachers Training, this programme should be evaluated on many parameters like:

- a. Effectiveness from the teacher point of view.
- b. How far the resource person was satisfied from the response of the teachers.
- c. Subsequent use of the knowledge and competence gained in actual classroom transactions.
- d. Effectiveness of the use of the above on pupils
- e. Modification if any required in future programmes.

The training program can also be evaluated using Donald S Kirkpatrick's training evaluation model which lists 4 levels of learning evaluation namely:-

- a. Reaction of the teacher who undergoes training –what they thought and felt about the training.
- b. Learning- The resulting increase in knowledge or capability.
- c. Behaviour – Extent of behavior and capability improvement and implementation / application.
- d. Results- How the training program improved/will improve the classroom environment and other learning outcomes.

While the first two are formative assessments the last two are summative assessments of the in-service training program. Formative assessment is carried out with the help of questionnaire(s) after every training session. The summative assessments are carried out in the pre-test before the programme and post test after the programme. Normal precautions are to be taken while framing the questionnaires and tests with regard to the objectives to be met and validity criterion thereof.

Thus Inservice Teachers Training needs a lot of improvement taking into consideration the diverse needs of teachers in India.

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