



## INSERVICE TEACHER EDUCATION IN FUTURE

**Zainab H Pardawala**

*M.Ed 1<sup>st</sup> Year*

**GUIDE: SONPETHKAR C. D., Ph.D.**

### Abstract

*Secondary Education (classes IX and X) is a crucial stage for children as it prepares them for higher education and also for the world of work. It is very essential to provide good quality education available, accessible and affordable to all our children in the age group of 14-16 years. To achieve this, there is a need to strengthen the secondary school education by providing opportunities to teachers for improving their professional capabilities/capacities. In majority of the schools, untrained teachers are handling secondary classes. Even the trained teachers are facing lot of challenges to handle classes at secondary stage of school education especially in science and mathematics.*



*Scholarly Research Journal's is licensed Based on a work at [www.srjis.com](http://www.srjis.com)*

### INTRODUCTION:

*“A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”-R.N. Tagore.*

It is well known fact that knowledge is increasing day by day rapidly. It is said that knowledge has become just doubled after a decade .In every field of knowledge new ideas, trends, principles and theories are emerging every day.

In other words, teacher education program aims at providing knowledge, understanding of theories, principles, law, facts and others regarding teaching activity to the perspective teachers. These teachers go into the field and apply the given knowledge in their real professional life. But after a period of time, their knowledge becomes absolute as the knowledge in the field of education is also increasing day by day. Moreover we are receiving changes in our society, its values, norms, etc. Secondly a teacher cannot supposed to be a computer.

Hence there is a need of some sort of provision which may make the teacher up to date with respect to the knowledge

### OBJECTIVES OF THE STUDY:

- ✚ To study the concept of **Inservice Teacher Education**.
- ✚ To study the nature of **Inservice Teacher Education** according to Past, Present and Future.

### STATEMENT OF THE PROBLEM:

The purpose of this presentation is to analyze the status and functions of the existing in-service teacher education program in India, to evaluate its impact on secondary schools, and to offer suggestions and recommendations for the improvement of ,in-service education.

### CONCEPTUAL DEFINATIONS:

- ✚ **M.B BUCH** “In-service education is thus a programme of activities aiming at the continuing growth of teachers and educational personnel in-service.”
- ✚ **CANE 1969** in-service teacher education is “all those activities and courses which aim at enhancing and strengthening the professional knowledge, interest and skills of serving teachers.”

**SCOPE:**

➤ This research study is related to the In-service Teacher Education for Secondary Teachers.

**LIMITATION:**

➤ The research may not provide information about Pre-primary and Primary Teacher Education.

**METHOD:**

Bibliographical study.

**OUTCOME OF THE STUDY:**

<b>PAST</b>	<b>PRESENT</b>	<b>FUTURE</b>
<ol style="list-style-type: none"> <li>1. The Kothari commission was the first policy document to stress the need for continuous professional development of the teacher and in-service support and training.</li> <li>2. The National Policy on Education (NPE, 1986) sought to strengthen institutional structures for both pre and in-service teacher education through strengthening of State Councils of Educational Research and Training (SCERTs) and creation of large numbers of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). In the 1990s the District Primary Education Program (DPEP) initiative created further local structure through the development of Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs).</li> <li>3. Organising <b>on-site programmes within the school for their own identified needs</b>, calling experts from outside and <b>sharing successful practices as well as ineffective methodologies</b> with a view to developing solutions to teachers' problems (National Commission on Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Currently, it is mandatory for teachers to attend periodic in-service training programs, which are delivered largely through the above institutions.</li> <li>2. In-service programs are often tied to specific reform initiatives in curriculum, pedagogy or assessment. In-service training becomes the vehicle for carrying the message and the detailed recommendations of these initiatives and it is typically implemented in the 'cascade' mode.</li> <li>3. In the new vision of education articulated by NCF 2005, curricular goals integrate content with process and affective outcomes and aim for the development of autonomous, confident and capable individuals. The NCF 2005 emphasizes the principles of constructivist teaching and learning, which include active participation of children in the classroom in guiding and in achieving learning; reasoning as opposed to authority as a basis for learning, using children's prior knowledge, thinking, reasoning, communication and problem solving abilities as starting points for teaching and learning, creating a space in the classroom for children's expression in all forms (speech, writing, action) and promoting a culture of listening and discourse.</li> <li>4. The NCFTE (2010) advocates teacher education to be open and flexible, emphasising dialogical exploration rather than didactic communication,</li> </ol>	<ol style="list-style-type: none"> <li>1. The new vision embodied in the curricular frameworks for school education and teacher education envisages not only that teachers achieve a high level of expertise and involvement, but also that they take initiative in their own professional development. Thus TPD programs must seek to build autonomous teacher communities that continuously improve their own expertise and the effectiveness of their teaching.</li> <li>2. One of the key components of change is enhanced professional knowledge of teaching. A large body of research in science and mathematics education shows the importance of specialized knowledge required for teaching curricular subjects even at the elementary level, which includes an integration of pedagogy and content. Based on this research, the contours of such specialized knowledge for teaching are available. This knowledge, which is closely tied to the practice of teaching, must be acquired and refined by the teaching community and dispersed among themselves.</li> <li>3. Mechanisms and structures need to be found to strengthen the process of acquiring specialized knowledge for teaching. The practice of lesson study, which evolved in Japan and is rapidly being adapted in many countries, is an</li> </ol>

- 
- |  |   |   |
|--|---|---|
| 1983-85)<br>4. Enabling trainees to acquire the ability for <b>self-learning and independent thinking</b> (Yashpal Committee 1993) | diversity of social contexts and learning spaces as sources of inspiration, and teacher education based on reflective practice rather than on a fixed knowledge base (NCFTE 2010, p. 19). | example of such a mechanism.<br>4. Besides the demands made in terms of knowledge for teaching, the new vision of education also entails changes in beliefs and attitudes that are currently widely held among the teaching community. Beliefs and attitudes change at the level of a community rather than at the level of an individual teacher. Such changes can happen when the community of teachers internalise a new vision of education as a real possibility that can be achieved in their own classrooms. |
|--|---|---|
- 

**RECOMMENDATIONS:**

1. Models for in-service should be developed that not only bring together content and pedagogy, but also address issues of teacher autonomy, beliefs and attitudes, and build in relevance in the Indian socio-cultural context.
2. Comprehensive internship of student teachers with systematic collaboration between TEIs and schools
3. Opportunities for new teachers to learn from their experiences and through consultations and discussions with experienced teachers in the school. Principal and senior teachers to organize staff study circles and discussion groups, supported by Education Departments, TEIs and teacher organisations
4. TPD activities which include discussion and reflection, as well as collaborative planning for teaching, help to build teachers' sense of autonomy and of a community. Teachers are also introduced to research literature in mathematics or science education to strengthen a sense of participation in a wider professional community that includes teacher educators and researchers.
5. The TPD programs must work towards building strong links between the community of teachers and other structures such as teacher education institutions and universities and knowledge creating institutions.
6. The goals of the TPD must include building sensitivity to children's thinking and strengthening teachers' specialized knowledge required for teaching.
7. Subject focused TPD programs must create opportunities for teachers to experience the learning of the subject, or acquiring specialized knowledge for teaching in creative and constructive modes.
8. Rewards, recognition and motivational incentives beyond professional satisfaction will need to be worked out.

**CONCLUSION:**

“Good education requires good teachers” that it becomes essential that the most capable and appropriate be recruited into the teaching profession, provided with high quality pre-service programme of teacher education, and then offered opportunities to upgrade their knowledge and skills over the full length of their career. It is, therefore, essential that there is major reorientation of

teacher education to ensure that teachers are furnished with the necessary knowledge and skills to cope with the new demands placed on them. It is strange to note that too often teachers are helpless in front of machines which refuse to work. How undignified it is for the teacher to be thwarted by machines

With the increased capacity of communication technology, language will become a very powerful instrument. The teacher-education programme should be strengthened to develop language competency among our teacher-taught. The modern time demands multi lingual competence including the new computer languages that are bound to emerge with expansion of computer-technology.

Continuing teachers and other educators which commences after initial professional education is over and which leads to the improvement of professional competence of educators all throughout their careers.