



IN-SERVICE EDUCATION FOR TEACHERS (INSET) AT ELEMENTARY SCHOOL LEVEL IN ODISHA: A HISTORICAL OVERVIEW

Sankar Prasad Mohanty, Ph.D.

Associate Professor of Education and Head, P.G. Department of Education

Rama Devi Women's University, Bhubaneswar, Odisha

Email: spmcuttack@gmail.com

Abstract

The quality of education depends on the quality of teacher education. This is further clear that teacher preparation occupies the most vital place in educational system. Both pre-service and in-service teacher education can prepare quality teachers and strengthen the capacity of teachers by providing continuous training. In Odisha, the in-service education for teachers (INSET framework) is being implemented to strengthen the quality of teachers. The erstwhile OPEPA (now OSEPA), Bhubaneswar, the organization for the implementing RTE-SSA framework in the State, prepares the guidelines for in-service training programme with the help of different stakeholders at different levels. This paper is conceptual in nature. Here, the author has focused on the historical development of such in-service teacher education in Odisha. It includes development in-service teacher education in the Ancient Period, pre-independence and post-independence periods. This may be beneficial for the researchers of teacher education to have a detail idea on development of in-service teacher education.

Keywords: In-Service Teacher Education, Historical Development, Quality Dimensions



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INTRODUCTION

Teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level as defined by National Council for Teacher Education. It is related to the development of teacher proficiency and competence which enables the teacher to meet the requirements of the profession and face the challenges in the profession. Teacher Education includes three aspects i.e., teaching skills, pedagogy and professional skills. *Teaching Skills* comprise of different techniques, approaches and strategies that helps the teachers for planning and imparting instruction, providing appropriate motivations; reinforcement and conducting effective student's assessment. Besides, it includes classroom management skills, core teaching skills; preparation and use of TLMs and methods of transaction in the classroom, providing scope for pupil-teacher interaction; interaction with peers; school community relations etc. In *Pedagogical Theory*, philosophical,

sociological and psychological aspects are emphasized. These enable the teachers for practicing the teaching skills in the classroom. *Professional approach* includes different techniques, strategies to enable the teachers to grow in the profession. Soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills are the ingredients of professional approach. Teacher education has three phases: *Pre-service*, *Induction* and *In-service* (International Encyclopedia of Teaching and Teacher education, 1987). The age-old talk '*Teachers are born, not made*' has been changed as teacher education believes in '*Teachers are made, not born, because the teacher is taught both knowledge and skills of teaching*'. In this connection the Education Commission (1964-66) writes, ".....of all different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality of recruits to the training profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective".

Teacher Education does not end in teachers' training institutions, but it is a continuous process from the entry into a teaching profession till the retirement. The development of a teacher does not cease when one leaves the training institute; but one begins to learn from a different kind of experiences. In ancient India, scholars and teachers were used to meet and discuss topics of mutual interest. These discussions were made by the members of the same school of thought as well as by the exponents of different schools of thoughts. We have innumerable examples of *Pundits* of different religions travelling long distance to meet and discuss the problems with *pundits* of other places.

The in-service education of secondary school teachers at the beginning of this century consisted mainly of refresher courses, lectures, and conferences. These were generally arranged during the vacation period at a centrally located place or the teacher training institution and were seldom a regular feature of the school programme. Most of these activities were spasmodic responses to the recommendations of the various commissions that were appointed from time to time to study the problems of the existing educational system.

Pre-service Teacher Education

Pre-service Teacher Education is the education and training provided to student teachers before they have undertaken any teaching. Before entering into any pre-service

education, most of the students would have obtained a previous degree, either a general or honours, in a subject of their choice, (e.g. English, Math, and Science). During the pre-service education program the pre-service teacher will learn how to use their knowledge to formulate lesson plans to teach their class. Common topics include classroom management, lesson plans, and professional development. A major focus during such education programs are the practicum where the pre-service teacher is placed within a school setting (either elementary or secondary) and becomes an experienced teacher. The pre-service teacher will be given opportunities to develop skills through lesson plans, teaching lessons and classroom management.

In-service Teacher Education

According to Kazmi, Pervez and Mumtaz (2011), in-service training for teachers enables the teachers to be more systematic and logical in their teaching style. According to Frederick and Stephen (2010), during the in-service training, teachers will schools management skills, evaluation techniques and master wider content areas of their subjects. For this reason, teachers and educational experts should increase their effort in fostering and implementing in-service training in schools so as to improve the effectiveness of development in schools. National Policy on Education (1986) stated that pre-service and in-service teacher education is inseparable for the professional development of teachers. The Acharya Ramamurthy review committee (1990) recommended that in-service and refresher courses should be related to the specific needs of teachers and that evaluation and follow-up should be part of the scheme. The National Policy on Education, 1986 comments that teacher education is a continuous process; both pre-service and in-service components are inseparable. On recommendations in NPE-1986 (GoI, 1986) initiatives were taken in setting up District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), and Institutions of Advanced Study in Education (IASEs) for the purpose.

HISTORICAL OVERVIEW

Ancient Period

The origin of in-service education for teachers in India can be traced back to the *Vedic Period* and to the 6th and 7th centuries A.D.; when the Nalanda, Takhyashila, Ujjain universities were at their glorious peak. Teachers from different parts of the country used to assemble in the ‘Gosthies’ and the ‘Vad Vivads’ (which are the Sanskrit terms for seminars and discussions respectively) in order to exchange their experience. “Swadhyaya” (Self-

Study) was also recognized as one of the means of in-service education. Not only men but also women and foreign scholars participated in these discussions. We have the classical examples of discussions held by “Yagnivalkya” and his wife or by Chinese or Muslims pilgrims with Indian scholars. Discussions were held by participants on their own initiative, but example were not wanting of kings, queens and nobles taking the initiatives in organizing such discussions at their courts and Durbars. (Koul, 1964)

Resolution on Educational Policy, 1904

The first reference was made to the need of the programme of in-service education of teachers in the Government of India policy resolution in 1904 (Lord Curzon's Resolution on Educational Policy). At the time of the resolution in 1904, there was only one Teacher College at Madras in the whole country. In 1906, a teacher's training college was established in Bombay (Mumbai) and a training college came up Calcutta (Kolkata) in 1908.

“Every possible care should be taken to maintain a connection between the training college and the school, so that the student on leaving the college and entering upon his career as a teacher may not neglect to practice the methods which he has been taught, and may not (as sometimes happens) be prevented from doing so and forced to fall into line with the more mechanical methods of his untrained colleagues. The trained students whom the college has sent out should be occasionally brought together again and the inspecting staff should co-operate with the training college authorities in seeing that the influence of the college makes itself felt in the schools” (36, para 39).

Resolution on Educational Policy, 1913

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 trend at that time was toward an increase in the quality rather than the quantity of the teachers at the primary level. The resolution stated:

“As teachers left to themselves in villages are liable to deteriorate, there are great advantages in periodical repetition and improvement courses for primary school teachers during the school vacations (37, para 11).

The Hartog Committee Report, 1929

The Hartog Committee of 1929, made further recommendations about the training as well as in-service education of primary teachers in terms of refresher courses, conferences, and meetings to brighten the lives of the teachers and improve their work. The report of the

committee helped little towards the progress of primary education for the next twenty years or so and some of the valuable suggestions of the committee such as improved salaries for teachers, improvement of curricula, progress in in-service education, and tutorial work in colleges were neglected.

The Abbot-Wood Report, 1936-37

In 1937, the report on vocational Education in India by Abbot and Wood referred to the new concept of two-fold training for teachers, namely pre-service training as well as in-service training. They stated:

“We are of the opinion that the training of teachers should consist of two distinct parts. First a pre-employment training of students in normal schools and later refresher courses for practicing teachers....The second part on training has not developed in India to the extent which conditions of the life and service, particularly of rural teachers, demand....If spirit of those who have had something before entering up on their work is to be kept alive and if they are technical skill as teachers, is to be improved, it is vital that they should have opportunities from time to time to attend refresher courses. The time may not yet be ripe for the logical outcome of this conception of the two-fold nature of the training of teachers. But in course of time they are ought to be in each province, a Govt. Training college comfortably housed; well equipped and organized and staffed for the purpose for providing a sequence of refresher courses of one or two months duration throughout the year” (Buch, 1966, p.67)

The Sargent Report, 1944

The Sargent Report, 1944 emphasized on continuous well organised in-service education for the school teachers. They recommended that:

“In addition to the above provisions for the actual training of teachers, refresher courses in accordance with the recommendations of the board should be provided at frequent intervals in order to keep trained teachers upto date. Such courses should cover all subjects of the curriculum as well as new ideas and methods of general interests. They are of the greatest importance in a country where a large number of teachers necessarily serve in isolated villages.” (CABE, 1944, p.61-62)

University Education Commission Report, 1949

In the post independence period, the importance of teacher's in-service education was considerably realized by the popular government. In 1949, the University Education Commission also looked into the problems of the school education as well as teachers'

professional growth. The commission stressed on the need for in-service education, remarked about the utilization of the vacation period for in-service program and, the commission stated:

“At present neither students nor the teachers utilize their vacations, for most of them vacation is a period of want of occupation. Most of our school teachers do not keep intellectually alive, and there is little inducement of them to do so. It is extraordinary that out school teachers learn all of whatever subject they teach before reaching the age of 24 or 25 and then all their further education is left to ‘experience’ which in most cases is another name for stagnation. We must realize that experience need to be supplemented by experiment before reaching its fullness, and that a teacher to keep alive and fresh, should become a learner from time to time. Constant outpouring needs constant in-taking; practice must be reinforced by theory and the old must be constantly tested by the new”. (Chaurasia, 1967, p.159)

Secondary Education Commission Report, 1952-1953

Regarding the in-service education, the Secondary Education Commission was of the opinion that:

“However, excellent the program of teacher-training may be, it does not by itself produce an excellent teacher. It can only engender the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience. Increased efficiency will come through experience critically analyzed and through individual and group efforts at improvement. The teacher-training institution should accept its responsibility for assisting in. this in-service stage of teacher-training (38, p. 169).

The Secondary Education Commission 1952-53 recommended for arrangement of (1) refresher courses, (2) short intensive courses in special subjects, (3) practical training in workshop, (4) seminars and professional conferences as a normal part of work of teachers’ training colleges. The commission also recommended for a base of institutional responsibility towards in-service training for teachers. More specifically, the commission recommended for programme for extension services for the secondary teachers. As a result All India Council for Secondary Education was established to provide in-service education to secondary teachers. *International Secondary Education Project Team* of the Government of India gave further stimulus to the need of in-service education for secondary school teachers. Historically, the first structural arrangement of in-service education was made during the

period 1952-58 by establishing extension services department in about one hundred teachers' training colleges.

International Secondary Education Project Team Report, 1954

Government of India appointed this Project Team in 1954, to study the various steps and procedures needed for implementing the major recommendations of the Secondary Education Commission. The report stated.

“We recommend that education departments consider ways and means of helping teachers to obtain in-service training and recognizing the improvement in their professional and academic qualifications by suitable salary increment (p. 5)”.

The International Team suggested special in-service training courses immediately,

“For teachers of technical, vocational and other special subjects, who are already in service but for those who have not been trained we recommend short intensive courses in the theory and practice of Education” (40, p. 47).

The first in-service programme on record in Madras State was refresher course, arranged by the Teachers' College, Saidapet, Madras, in 1859.

National Seminar on the Education of Primary Teachers in India, 1960

The first National Seminar on the education of primary teachers in India in 1960 recommended the opening of extension service centres for primary school, accordingly 30 centres were opened in 1962 and 15 more were added in 1965. The responsibility of guiding these programmes at the central level was entrusted to the National Institute of Basic Education, one of the constituent departments of NCERT. Another important step in this direction has been the establishment in 1964, of State Institute of Education in the 16 states changed with the main responsibility of improving of elementary education, by providing in-service education programmes for supervisors of primary schools and teacher educator in primary teacher training institutions. The objectives of extension service centres were to improve elementary schools through the in-service growth of teachers training programme by providing teacher educators an opportunity to be in touch with the actual conditions in the schools.

NCERT, Extension Service Centres, 1962

Under the auspices of NCERT, three extension service centres were established in the state of Odisha in the year 1962, one extension service centre was set up at Salipur in the campus of Salipur Training School in the district of Cuttack and another at Chhendipada, in

the campus of Chhendipada training school in the district of Dhenkanal (presently in Anugul District). The third one was attached to the State Institute of Education, Bhubaneswar, which was opened late. Each extension service centre used to take fifty primary schools as cooperative schools and imparting in-service education to the primary school teachers through various seminars, workshops, meetings and discussions etc. There was an extension educator known as the coordinator who used to coordinate the planning, implementation and follow up of the in-service training programme.

Indian Education Commission, 1964-66

The commission also recommended that the large scale programme of in-service education of teachers should be organized by universities, training institutes and teachers' organizations at all levels so that every teacher would receive at least two or three months on-service education in every five years of service. In-service teacher education programme should be the responsibility of the States and the State Institute of Education.

National Policy on Education (NPE), 1986

The National Policy on Education, 1986 brought about a remarkable contribution in the field of teacher education in India in general and in Odisha in particular. "Teacher Education is a condensed process and its pre-service and in-service components are inseparable. As the first step, the system of Teacher Education will be overhauled. The new programmes of Teacher Education will emphasize continuing Education, and the need for teachers to meet the thrusts envisaged in this policy". (GoI, NPE, 1986, pp. 26). Accordingly, the District Institutes of Education and Training (DIET) were established with the capability to organize pre-service and in-service course for Elementary School Teachers and for the personnel working in non-formal and Adult Education.

District Primary Education Programme (DPEP), 1994

The District Primary Education Programme (DPEP), launched in 1994, was assisted by the World Bank, European Commission, and Department for International Development (DFID) of the United Kingdom, the Netherlands and the United Nations International Children's Emergency Fund (UNICEF). The Central government's contribution funded by World Bank, EU (Madhya Pradesh), DFID (HP, Orissa, WB and AP) and UNICEF (Bihar) and Netherlands (Gujarat). It aims at operationalising the strategies for achieving UPE/UEE through district-specific planning and disaggregated target setting in low female literacy

districts and builds on the successful Total Literacy Campaign (TLC) which has created a favourable climate for universalisation. The programme components include construction of classrooms and new schools, opening of the non-formal/ alternative schooling centres, appointment of new teachers, and setting up of early childhood education (ECE) centres, strengthening of SCERTs and DIETs, and setting up of block resource centres/cluster resource centres. It also comprises teacher training, interventions, development of teaching-learning material, research and a thrust on education of girls, SC/ST etc. A new initiative of providing integrated education to disabled children and distance education for teacher training has also been incorporated in the DPEP scheme. However, 21,000 new formal schools and over 67,000 new alternative schools were opened, covering 2.5 million children, and 20,000 bridge courses conducted. The programme set up over 10,000 ECE centres and strengthened more than 50,000 pre-primary centres of Anganwadis. DPEP has provided training to over three million community members and about one million teachers. The programme covered about the primary stage in 18 states. (Source: *planning commission.nic.in/plans/planrel/fiveyr/10th/.../v2_ch2_2.pdf.*)

National Curriculum Framework on Teacher Education, 2009

The National Council for Teacher Education (NCTE) prepared the National Curriculum Framework of Teacher Education and circulated in March 2009. This Framework was prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. The framework was based on some important dimensions of the new approach to teacher education as follows:

- a) Reflective practice to be the central aim of teacher education;
- b) Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;
- c) Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
- d) Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.

The Framework has highlighted the focus, specific objectives, broad areas of study in terms of theoretical and practical leanings, and curricular transaction and assessment

strategies for the various initial teacher education programmes. The draft also outlines the basic issues that should guide formulation of all programmes of these courses. The Framework has made several recommendations on the approach and methodology of in-service teacher training programmes and has also outlined a strategy for implementation of the Framework. As a natural corollary to the NCFTE, the NCTE has also developed 'model' syllabi for various teacher education courses. (Source: mhrd.gov.in/TE).

RTE-Sarva Shiksha Abhiyan (2011-12)

The Sarva Shiksha Abhiyan (SSA) has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. SSA interventions include *inter-alia*, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement. With the passage of the RTE Act, changes have been incorporated into the SSA approach, strategies and norms. SSA is now the primary vehicle for implementing the Right to Free and Compulsory Education Act (RTE). SSA Framework 2001 (revised in 2008 and 2011) made a provision for 20-day training (10-day block training at BRC and follow on training in 10 monthly meetings at CRC) under In-service Education for Teachers (INSET) for all primary and upper primary school teachers every year for improving the quality of elementary education.

The goals of 2011 are as following:

- Open new schools and to expand existing school infrastructures and maintenance.
- Address inadequate teacher numbers and provide training for existing teachers.
- Provide quality elementary education including life skills with a special focus on the education of girls and of children with special needs, as well as computer education.

SSA INSET Guidelines

- Based on the constructivist approach as laid down in NCF-2005, the teacher should act as 'facilitator' and create a variety of learning experiences in and out of the classroom in the school.
- The children will construct knowledge from activities and experiences in day-to-day life. The teacher is not to be a 'transmitter' of knowledge to passive recipients (the children).

- The guidelines advocate a 'split-up' model of in-service training, in which 6 to 8-day training is provided at the BRC/DIET level and 2-day training through actual observation of the classroom situations. Thereafter, teachers are expected to return to their school settings for 2-3 months, to try out the recommended methodologies and ideas. At the end of the training programme, they once again return to the BRC/DIET for two days to share their experiences and reflect on the new ideas before they complete the training.
- In keeping with NCF-2005, the guidelines recommend training of teachers in areas such as art and heritage crafts, health and physical education, work education and education for peace, besides training in basic subjects like language, EVS and Mathematics.
- The guidelines stress identification of training needs and development of appropriate training modules through Block Resource Group/ District Resource Group / State Resource Groups. (NCERT, 2012)

CONCLUSION

Teacher education in Odisha, particularly in-service teacher training programmes are having a strong history. It was being conducted by OPEPA and TE & SCERT. The programme was known as *Samarthya* (2010-2011). The programme was being organized through the split-up model on the basis of NCERT framework to build the capacity of and infuse professionalism to elementary and secondary teachers; to develop a strong understanding of theme specific modules like NCF, RTE, and CCE/CCA etc. of teachers at elementary level. Besides, 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; to incorporate constructivist approach to teaching learning process as per concerns of National Curriculum Framework, 2005. Each teacher at elementary level gets 20 days in-service training in a year at Block Resource Centres (BRC), Cluster Resource Centres (CRC) levels. The resource persons are selected keeping in view their qualification, experience and outlook etc. The impact of such training on student's performance is increasing. This training programme will be definitely strengthening the efficiency of the elementary teachers and they will put their best effort for transacting in the classroom. The quality improvement of teachers will ensure the development of nation.

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