



Pre-Service and In-Service Teacher Education

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Abstract

Education has always been seen as the strongest medium to express and promotes socio-economical, socio-cultural identity. The need for in-service education of teachers cannot be underestimated. The teacher is the main and active agency which serves to realize the aims of education at country level, society level as well as global level. If in-service teachers training programs would not be properly organized then it may slow down the goal set-up for the purpose. In-service education allows various types of activities like workshops, seminars, classes, conferences, exhibitions webinars etc. that are designed to develop and improve employees in an organization from the initial organization stage till retirement stage. Absence of in-service training of teachers will retard professional growth of teachers as well as gaps between demands and actual achievement levels. If in-service training to the teachers would not be provided ultimately it may deaccelerate professional growth of teachers as well as “missing gaps” between demands and actual achievement levels. Therefore I have tried to focus the problems of in-service education of teachers in this paper. The teacher is the maker, constructor and very much builder of a nation because the teacher alone has the capacity to change more over to shape the students and help the students to express their internal experience and intelligence too. Finally appropriate suggestions would be discussed and would be putting forward to achieve a better staff development programme. This programme and suggestions would be helping teachers to update their knowledge, various skills and competency in the teaching profession.

Keywords :Teacher education, pre-service education, in-service education, concept of pre-service education, concept of in-service teacher education and objective of teacher education

Introduction :

Education has always been acknowledged as the strongest medium among the society. Teacher is only the agency which serves to realize the goals of education which are actually setup for the society. Education of teacher is not only facilitates improvement of school education but also to society too. Teacher influences the society up to a great extent. Teacher is the only agency who actually shapes the destiny of future citizens. The teacher occupies a very important place in society because he brings about the transfer of the intellectual tradition from one generation to the next generation. Teacher maintains the level of technological skill and keeps the light brighten and more brighten of the civilization. Teacher is expected to help in the silent social revolution that is taking place very rapidly in the country.

In-service education is designed for the manpower development of the school system and the educational enterprise as a whole. If teachers are to perform their functions efficiently and very much effectively, then it becomes very much imperative for the teacher to require training in new and new skills and modern technology. The higher level of educational attainment by teachers, the higher the level of educational standard in the country. The national policy of Education in 2014 asserted that no level of education can rise above the quality of its teachers. To meet the growing needs of education in a global system it becomes imperative to provide appropriate in-service education for teachers to update knowledge, experience and skills.

Teacher Education :

Presently teacher education includes every aspects of the student and teacher's personality. Teacher education has been defined as all formal and informal activities and experiences. Teacher education helps to qualify a person to assume the responsibilities as a member of the educational profession or to do any duty and responsibilities more and more effectively. Teacher education aims at helping the teacher in understanding the nature of the child, his aptitude, attitude, ability, emotion, ambition and assist them in making better adjustments. The students are the future of any country. Therefore trained and skillful teacher are the best agency to make them best and help them to be good citizens of the country. Teacher's role is as equivalent to a pot maker. Students are equivalent to wet clay. As the pot maker, make a well-shaped pot with this wet clay. In the same way a teacher also makes perfect student with of the providing suitable guidance and teaching. Regarding this only a skilled and trained teacher has this much capacity to make the student to be a good citizen through

providing proper guidance and teaching. Hence the teacher education is the only thing which helps the teacher to be skill full and well trained.

The National Educational Policy of 1986 has viewed this issues is a broad sense and has given its statement as, “The Status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teachers. The Government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate to devise appropriate methods of communication and activities relevant to the needs and capabilities of the concerns of the community.”

The ministry of Education document “Challenge of education A policy perspective” (1985) has suggested,” Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis these have to be interpreted and implemented by teachers as much through their personal example as through teaching learning process.”

Various agencies have been made for qualitative improvement in teacher education through following efforts:

- 1.University Grants Commission
- 2.National Council of Education Research and Training.
- 3.State Institutes of Education.
- 4.Institutes of Hindi and English, and State Institutes of Science.
- 5.Establishment of National Council and State Boards for Teacher Education.

The secondary Education Commission (1952-1953) first time in free India has given various valuable suggestion regarding teacher education.

The Education Commission, 1964-1966 has also provided some important suggestion for the training of teacher in view of the rapid expansion of educational facilities.

With a view to improve the standard of teacher education in the country the National Council of Teacher Education (NCTE) was set up in 1973 by the Government of India, Ministry of Human Resource Development.

Concept of Pre-service Teacher Education:

The professional training undertaken by teachers before their joining in the service as teachers is known as pre-service teacher education. People those who have interest to join as teacher as their profession, are called upon to undergo and complete such pre-service training as they acquire necessary knowledge and skills that are necessary for improving their competence as teachers. The course studies and curriculum are so prepared and developed for such pre-service teacher education. On completion of the course of studies designed for such teacher education program, the student or student teachers are required to appear in the final examination. Appearing in such examination scheduled for such teacher educators, those who are found successful on the basis of their performance in the examinations are provided degree or some certificate or different type of diploma and they become eligible for entering into the teaching jobs according to their general and professional qualification.

The Education commission in 1964-66 has focused on the professional training of teachers and made very useful suggestions for removing the isolation of teacher training and improving the isolation of teacher training and improving the standard of training programs. Some important and recommended suggestions given by the Education Commission in 1964-1966 are as-

1. Every training institution must have an experimental or a demonstration school attached to with the institution.
2. Teacher education should be brought into the main stream of academic life of the universities on the one hand and of school life and educational development on the other hand.
3. Adequate hostel facilities for trainers and residential accommodation for teacher's educators must be provided.
4. The quality of teacher education should be improved by introducing content-cum-methodology courses.
5. All type of tuition fees of training programs in training institutions must be abolished or should be kept as minimum as it may be possible and obviously liberal provisions be made for stipends.

The NPE 1986 was the major document for giving utmost importance to the reorganization and reformation teachers training for pre-primary schools in the field of Teacher Education is general and pre-service training of teachers in particular. The NCTE has been given statutory status for setting and maintaining standards for pre-service training in particular i.e. B.Ed. and M.

Ed. It has also started to review the existing programs of teacher education and developing suitable curricular for pre-service teacher education at all levels.

Keeping all in the mind various pre-service Teacher Education Institutions are being established throughout the country. The following are the types of teachers training institute for various levels of education.

1. Training Colleges or Colleges of Education:

These colleges provide teachers for secondary and senior secondary schools. Normally it is one year course leading to B.Ed degree and the minimum qualification is graduation. But now one year course leading to B.Ed degree has been extended to two year course or some institutions are running the course with four semester program.

2. Training College for Special Subjects:

These are special college for preparing teachers in certain subjects like physical education, home science, craft language etc.

3. Institute of Advanced Study in Education:

These Institute of Advanced Study in Education are providing M.A, M.Ed, and Ph.D. as well as post doctoral research in education.

4. Training College for Special Education:

These training colleges are preparing teachers for teaching handicaps, deaf and dumb child.

5. Regional College of Education:

Regional college of Education have been started in four cities of the country. These colleges are established in the city of Ajmer, Bhubaneshwar, Bhopal and Mysure in Rajasthan, Odisha, Madhya Pradesh and Karnataka states respectively. These regional colleges of education provide bachelors degree programmes in technology, science agriculture, commerce and English.

6. Comprehensive Colleges of Education:

These Comprehensive Colleges of Education are preparing teachers for several stages of education and have all teacher education courses i.e. pre-primary teachers training class, B.Ed, M.Ed,etc on one campus.

7. Secondary Training Schools:

These schools provide teachers for the middle and junior secondary schools, after completing the training they are either awarded a certificate or a diploma in education.

Concept of In-Service Teacher Education:

In-service education may simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already in the job of teaching and learning.

In-service education is also referred to as continuing education that is designed for the retraining, reskilling and updating the knowledge of manpower.

According to Lawrance H.S.S. "In-service education is the education of a teacher receives after he has entered the teaching profession. A prospective teacher is always prepared to learn more. The professional growth of a teacher does not cease when he leaves the training institution. In fact he begins to learn from different kinds of experiences" Gurudev Rabindra Nath Tagore has rightly remarked- "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 flames." Fisher (2003) has rightly pointed out the skill appropriate for generation ago might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities.

According to Billing (1976) – In- service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and implementation of programmes of staff activities designed for the harmonious satisfaction of these needs.

Kolo (2013) asserted that education is the key to human capital development and the system must be subject to reforms and repositioning as static education system do not transform societies.

Viewing all these in mind different type of in-service Teacher Education Institutions are working. Some of them are as follows:

1. National Council of Teacher Education (NCTE):

National Council of Teacher Education is the agency which advises the government of India on teacher education including pre-service and in-service training, evaluation and review of syllabus.

2. National Council of Educational Research and Training:

At national level National Council of Educational Research and Training (NCERT) undertakes research and training in education at the school stage. It coordinates the entire work of in-service teacher education and also formulates syllabi for the training of teachers at different levels.

3. National Institute of Educational Planning and Administration:

The organization is also known as NIEPA, it organizes in-service education for educational administration, planners and supervisors.

4. STEI, IASE and CTE:

For qualitative improvement among teachers, Secondary Teacher Education Institutions (STEI), Institutes of advance study in education (IASE), Colleges of teacher – education (CTE), these three institutions organize in-service teacher training programmes time to time.

5. State Institutes of Education:

State Institutes of Education provide training to supervisors of elementary school, organize conferences and seminar for quality improvement of teacher.

Programmes of In-service Teacher Education:

Generally the programmes of in-services education in the country by the colleges of Teacher Education, SCERT, DIET and NCERT. Some of the programmes of in-service education which can be initiated are as under-

1. Through organizing **workshops**.
2. **Seminar** can be organized
3. Conducting various **school programmes**
4. **Refresher Course**
5. **Orientation Programmme**
6. **Short term Programme**
7. Organizing **Conference**

Objectives of Teacher Education:

The Teacher needs orientation in various fields of education. This is necessary to enable him fresh in the light of progress and new developments in the field of education. The teacher education has to achieve the following important objectives:

1. The teachers who are in-service education, to follow up the teacher to reinforce the objective of the training.
2. To develop suitable and different types of programme to meet individual needs, school needs, and the needs of the state with regard to educational extension.
3. Teachers must be equipped with the latest content or subject matter in their respective specialized fields.

Problems in the present system of pre-service and in-service Teacher Education:

There are a few problems, which have been sorted out related to Teacher Education in the present system of the education system. Some of them are as follows.

1. The quality of the training institutions are not good.
2. In some cases, Teacher Educators are not very competent.
3. Vitality and realism are lacking in the curriculum only traditional courses are offered.
4. The Training institutions have remained isolated from the main stream of academic life of the university, as well as from the daily problems of the school.

Conclusions:

In view of the apparent problems confronting in-service and pre-service teacher education various suggestions are needed to be taken by the state government as well as central government. Pre-service and in-service education of teachers should be seen as a necessity to achieve the national objectives of our educational system. Teacher education institutions have to be provided with adequate and appropriate resources-human physical and academic for meeting successfully the new challenges of the emerging society. There is a need for the government through the state and central level to set up a committee to regulate the conduct of in-service training for teachers to ensure uniformity of standard in course content, methodology and evaluation. There is need to have a well planned programme for Teacher Education with clearly defined objectives growth and improvement of instruction and leadership skills. Government should encourage the participants in in-service and

pre-service training through sufficient funding to cater for some areas of their needs such as tuition fees, cost of text books, transport and boarding facilities.

The teacher education has to be considered a national priority area for which the government should assume a special responsibility. All efforts should be made in right direction. But in actual situations. Many things are yet to be done for achieving the desired objectives. In many cases the structure has changed, but the spirit has not changed and names have been changed, but programmes have not changed as envisaged by the government at the national and state levels. The teacher education system has not yet been streamlined and geared to meet the emerging needs and challenges of the present times.

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