

QUALITY OF PRE- SERVICE & IN-SERVICE TEACHER EDUCATION FOR SECONDARY SCHOOL SYSTEM - A CRITICAL ANALYSIS

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ABSTRACT

After seventy years of independence when we reflect over the past to see the outcomes, consequences and manifestations of teacher education, it is become a critical topic which must be reviewed. Because 'The Teacher' is the central part of whole education system, so the role of teacher education is become very important. In this article, I discuss the outcomes of teacher education policies during seventy years of independence, what is pre-service as well as in-service training, which type of institutes are involved to provide both types of training, what is the present condition of both types of training institutes, what are the recent changing bring out by the Government in teacher education policy. I also intend to analyze that how pre-service and in-service training are pre-requisite not only to prepare good and sincere teacher but also maintaining the quality of education. "After all, all great civilizations have been founded on the teachers, not on engineers and technicians....Engineers and technicians are absolutely necessary, but those who awaken the moral, the ethical intelligence, are obviously of primary importance....". "Education can be transformed only by educating the educators...". Educators may be of TEACHER EDUCATOR or may be TEACHER TRAINEES i.e educating the teacher educator as well as educating the teacher trainees. i.e the two way strategy in concerted manner may change the present education. Pre-service training provides strong knowledge base theoretically as well as practically, where as In-service makes a teacher update and helps to maintain pace with changing time. Pre-service training ended with providing B.Ed certificate but in-service training is a continuous process, Teacher educator is in the centre of all components which can help to maintain the quality of training institutes and further this quality will support to prepare a pool of quality teacher trainees. Therefore quality of training institutes can be maintained only through multilevel approach i.e at the level of curriculum, at the level of evaluation and assessment, at the level of technological advancement or policy implementation.

Key Word - Pre-service, In-service, Secondary school, Role of teacher education

INTRODUCTION

After seventy years of independence when we reflect over the past to see the outcomes, consequences and manifestations of teacher education, it has become a critical topic which must be reviewed. Because *'The Teacher'* is the central part of the whole education system, so the role of teacher education has become very important. In this article, I discuss the outcomes of teacher education policies during seventy years of independence, what is pre-service as well as in-service training, which type of institutes are involved to provide both types of training, what is the present condition of both types of training institutes, what are the recent changes brought out by the Government in teacher education policy. I also intend to analyze that how pre-service and in-service training are pre-requisite not only to prepare good and sincere teachers but also maintaining the quality of education.

The teacher education policy in India took shape long ago. Recommendations of several commissions and committees such as Kothari Commission (1966), "...the professional preparation of teachers has been recognized to be crucial for the qualitative improvement of education since the 1960s.."; Chattopadhyaya committee (1985), "...what obtains in the majority of our teaching colleges and training institutes is woefully inadequate...the minimum length of training for a secondary teacher should be five years following the completion of Class xii.."; NPE (1986/92), Ramamurti Committee (1990), Yashpal committee (1993), NCF (2005), RTE Act (2009) etc not only helped to make the structure of the teacher education policy from very beginning but also helped to bring changes with respect to time and target. *Originally, the Government launched the Scheme of Restructuring and Re-organisation of Teacher Education in 1987.* The aim of this scheme was to create a sound institutional infrastructure for pre-service and in-service training of elementary and secondary school teachers and for provision of academic resource support to elementary and secondary schools. Government continuously tried to bring reforms in teacher education over the last seventy years but in spite of all efforts, the outcomes have not been very satisfactory. Deteriorating quality of education is directly linked with the teacher education. At present time, on the one hand in pre-service training, more than five thousand teachers' training colleges are running and thousands of teachers are being prepared to fulfill the requirements of secondary schools every year and on the other hand in-service training is being pointed to in-service teachers. These in-service teachers have been given training to improve their capacity but analysis of quality of teacher education and overall education makes us worried. D.R. Goel and Chhaya Goel discuss the quality scenario in their article entitled 'TEACHER EDUCATION SCENARIO IN INDIA: CURRENT PROBLEMS & CONCERNS', which states *"There are problems of quality perception, quality scaling and quality differentiation in Teacher Education. There is a significant variance between expected and actual quality. Alas, this gap is widening. This is exemplified by the successive entrance tests for higher level, be it Graduate, Post-Graduate or Doctoral Level. There has to be adequate focus on all the systemic parameters input, process and output. The degeneration of quality of*

Teacher Education can be attributed more to the private sector. Unless the teacher education norms are observed sincerely by the society, no body can help.”¹

Pre-service training of teacher means, training of teachers before they enter into service as teacher. During training period teacher trainees get theoretical knowledge and apply it during teaching practices. Though pre-service training is an ending process but it prepares different types of teachers who are pedagogically very sound. Therefore pre-service training provides a degree like B.Ed, etc which helps a teacher to get a service. According to Noel Lawrence ,*“In service education is equally as important for experienced teachers as for new teachers. In-service programme are a major means for bringing instructional content and methods “up to date”.”²*In-service training helps to maintain the standards of education through formal or informal programs .

Now I discuss about the types of institutes which are involved in pre-service training or in-service training. All those institutes which award degrees such as B.Ed, B.A.Ed, B.Sc.Ed etc are considered as pre-service training institutes. These pre-service training institutes are recognised by NCTE. As per NCTE rule, B.Ed or B.A.Ed or B.Sc.Ed degree is necessary to be a teacher at secondary or senior secondary level. Teacher training for secondary schools is given in the government as well as non-government colleges of education. These colleges prepare teachers for secondary school classes. Generally in these colleges it is two year course after B.A/B.Sc or M.A/M.Sc. There are five regional colleges of education i.e REGIONAL COLLEGE OF EDUCATION, AJMER; REGIONAL COLLEGE OF EDUCATION, MYSORE; REGIONAL COLLEGE OF EDUCATION, BHOPAL; REGIONAL COLLEGE OF EDUCATION, BHUBNESWAR, NE-REI SHILLONG established by NCERT in five different regions for pre-service training.

In-service education and training of teachers has its own historical roots. Its journey from pre-independence to post independence period is characterized by numerous policy statements. Recommendations of different commissions regarding its content and strategies for implementation has grown from a concept to a process and gained its importance for preparing teachers towards professional growth and development. The root of in-service education can be traced back to pre-independent period of 1904 in Lord Curzon’s resolution of educational policy which stated, *“The trained students whom the college was sent out should be occasionally brought together again in seeing that the influence of the college makes itself felt in the school.”*Hartog committee(1929) and Sargent committee(1944) referred to in-service education as refresher courses and recommended for their organization on a continuing basis. The secondary education commission was more specific in recommending the programme of extension services for secondary teachers.³For 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 five 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 specialized courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Study 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 (DIET).⁴Regional institute of English has been set up in different regions of the country. They have their affiliation with Central Institute of English and Foreign languages; Hyderabad. These institutes impact four month certificate course in teaching English to in-service teachers.

As I started to review the present condition of training institutes first, I would like to give some approx statistics(TABLE-1) of training institutes with respect to States. There are no dearth of pre-service as well as in-service training institutions but when we talk about quality of these institutions either in context of faculty, or any

TABLE-1

NAME OF STATES	NUMBER OF B.ED COLLEGES	NUMBER OF DIET	NUMBER OF CTEs	NUMBER OF IASEs
Andhra Pradesh	500+	23(23)	8(8)	2(2)
Arunachal Pradesh	10	11(11)	0(0)	0(0)
Assam	61	27(23)	8(8)	2(2)
Bihar	221(R)+4(O)	38(33)	6(6)	0(0)
Chhattisgarh	195	19(16)	1(1)	1(1)
Goa	17	1(1)	1(1)	0(0)
Gujarat	379	27(26)	8(8)	2(2)
Haryana	500+	21(21)	2(0)	3(1)
Himachal Pradesh		12(12)	1(1)	0(0)
Jammu & Kashmir		22(22)	2(2)	1(0)
Jharkhand	97	19(17)	8(6)	0(0)
Karnataka	400+	30(30)	12(11)	3(2)
Kerala		14(14)	3(3)	1(1)
Madhya Pradesh	996	50(48)	7(7)	5(2)
Maharashtra	707	34(34)	12(12)	2(2)
Manipur	11	9(9)	1(1)	0(0)

Meghalaya	6	7(7)	2(2)	0(0)
Mizoram	2	8(8)	0(0)	1(1)
Nagaland	8	11(8)	2(1)	0(0)
Odisha (Orissa)	29	30(24)	10(10)	2(2)
Punjab	300+	22(22)	2(2)	1(1)
Rajasthan	400+	33(33)	9(8)	2(2)
Sikkim	3	3(3)	0(0)	0(0)
Tamil Nadu	732	32(32)	6(6)	2(2)
Uttar Pradesh	400+	73(73)	3(3)	3(3)
West Bengal	325+1	19(17)	6(6)	2(2)
Uttarakhand		13(13)	5(3)	2(1)
Delhi – National Capital Territory		9(9)	0(0)	2(2)
Puducherry (Pondicherry)	38	1(1)	0(0)	0(0)

****sanctioned(functional)*. (ncte-india.org/ncte_new/)

other criteria, we never find them up to mark except few. Private pre-service training institutes are not serious about quality. Private institutes are mushrooming in all states very rapidly and their intention are non other than making money. As we know that accreditation by NACC ensures quality but most of the colleges do not go for renewing their accreditation. Not only private institutes or Government's aided institutes are bad performer but many Government's institutes such as B.Ed colleges or DIET institutes are also not working properly. Most of the DIET institutes are not involved in intensive training .With the help of all local bodies, finish their works and obviously quality suffers.

In last ten years i.e from or after 2005, Government is continuously modifying the motto behind teacher education. Just we look at some statements:

1. Preparing *Professional and Humane* teacher
2. People in this country have been slow to recognize that *education is a profession for which intensive preparation is necessary* as it is in any other profession.
3. *Teacher education and school education have a symbiotic relationship* and developments in both these sectors *mutually reinforce* the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well.
4. Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners.
5. The 2-year M.Ed. Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas, and also develop research capacities, leading to specialization in either elementary education or secondary education

6. A three-year full time integrated B.Ed-M.Ed programme.
7. 4-year Integrated programme leading to B.A.B.Ed./B.Sc.B.Ed. degree.
8. Bachelor of education programme 3-year (Part Time) leading to Bachelor of Education (B.Ed) degree.
9. Preparation of National Curriculum Framework, 2005.
10. Preparation of National Curriculum Framework For Teacher Education, 2009.
11. The UGC has said that any college or university that does not have NAAC accreditation in the current five-year cycle will be de-affiliated. De-affiliation may stop the fund support from UGC. Accreditation and assessment from NAAC would be necessary from 2017.

These statements help us to read the mind of Government as well as their strategies regarding teacher education and further for overall education. Government considers education as a serious profession and which can't be taken lightly. To prepare a pool of good teachers, intensive preparation is necessary through well planned training and practices. NCF, 2005 mentions "*Though verily a professional, the teacher's personality, in being humane to the learners, is the core foundational issue*".⁵ It refers that professional as well as spiritual development, both are in the Government's agenda. Professional Development (PD) of teacher educators has recently emerged as a key concern in teacher education. Without it, it would be impossible to achieve professionalization of teacher education.⁶ Now I explain how do *teacher education and School education*, both mutually reinforce each other. Quality of teacher education depends on the quality of teacher educators and quality of teacher educators depend on the course, curriculum or syllabus through which these teacher educators are prepared i.e. M.Ed course. Similarly quality of teacher trainees depend on the quality of teacher educator as well as course i.e. B.Ed under which they are prepared for school teachers. Starting of two-years M.Ed program, two years B.Ed program and also three-years integrated programme are the new steps in the direction of enhancing the quality of teacher educators as well as teacher trainees respectively. The NCTE is now looking forward to using assessment and accreditation as an effective instrument for determination and maintenance of norms and standards for teacher education programmes.

CONCLUDING REMARK

*"After all, all great civilizations have been founded on the teachers, not on engineers and technicians....Engineers and technicians are absolutely necessary, but those who awaken the moral, the ethical intelligence, are obviously of primary importance...."*⁷. *"..Education can be transformed only by educating the educators..."*⁸. Educators may be of *TEACHER EDUCATOR* or may be *TEACHER TRAINEES* i.e. educating the teacher educator as well as educating the teacher trainees i.e. the two way strategy in concerted manner may change the present education. Pre-service training provides strong knowledge base theoretically as well as practically, where as In-service makes a teacher update and helps to maintain the pace with changing time. Pre-service training ended with providing B.Ed certificate but in-service training is a continuous process.

Teacher educator is in the centre of all components which can help to maintain the quality of training institutes and further this quality will support to prepare a pool of quality teacher trainees. So the enhancement of quality of teacher educator has been in the main agenda of Government and that's why not only two years M.Ed. programme has been started but also Government is in the process to diversify specializations into areas of curriculum and pedagogic studies in mathematics, languages, social sciences and sciences and encourage students, especially who are interested to be a teacher educator, to pursue post-graduate studies in a chosen discipline along with the option of specializing in a select curriculum and pedagogic study course. Therefore quality of training institutes can be maintained only through multilevel approach i.e at the level of curriculum, at the level of evaluation and assessment, at the level of technological advancement or policy implementation.

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