

# STUDY MATERIAL FOR EDUCATION HONOURS STUDENTS OF SEM-V

## PAPER: DSE 2 (TEACHER EDUCATION)

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### UNIT-IV

#### SOME COURSES FOR PREPARATION OF TEACHER

##### INTRODUCTION

According to Kothari commission (1964-66), a teacher who unlike an ordinary worker, acts as a master, crafts man, an artist, a strategist and a powerful motivator. The environs of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skill-full and dedicated teacher. It is he who shapes the destiny of students and that of the future citizens who eventually shape the destiny of the country. Such a teacher only can successfully inculcate among children values that strengthen the ideals of social justice, equity, secularism and pluralism. By its very definition, a professional, including a teacher is a lifelong learner because of his association with scientific knowledge which keeps growing and so opportunities have to be afforded to ensure that he keeps learning and developing throughout his professional life. This is precisely the responsibility of teacher education system which is more than a mere combination of two of its major components i.e. pre-service teacher preparation and in-service education.

Professional preparation and professional development of teachers is a continuous process. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning.

##### **PRE-SERVICE TEACHER EDUCATION, MEANING AND SIGNIFICANCE:**

Pre-service education of teacher means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers. A good deal of improvement in the teacher education programme is needed. Pre-service education is carried on for preparing different types of teachers. Pre-service teacher preparation is a collection of unrelated courses and field experience. Research based curriculum development of pre-service teacher education is yet to take roots. These programmes are

intended to support and enhance teacher learning in still in them a greater degree of self confidence. The beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where in they have been placed and interact with these cultures.

It is important for teacher educators to learn the methodology of how to get in touch with the core qualities of a good teacher and how they can stimulate these qualities in student teachers. This will lead to a deeper involvement in the learning process of teacher educators as well as student teachers. The inclusion of appropriate content knowledge about essential qualities of a good teacher in relevant theory papers and practice of effective domain related traits in school situation for a longer duration could help promote these traits in student teachers. The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change.

### **IN-SERVICE TEACHER EDUCATION – MEANING:**

The moment a teacher has completed his training in a college of education, it does not mean that he is now trained for all times to come. A teaching degree, like B.Ed. makes him enter into service as a teacher. Thereafter his job continues well only if he continues his studies everyday in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is need of more and more knowledge, more and more education for making him a better teacher.

There are formal and informal programmes of in-service education organized from time to time. The higher authorities concerned with education want to ensure that the standards of education are properly maintained. That is possible only if the teachers refresh their knowledge and keep it up to the mark. The different agencies, therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for overall proficiency and betterment.

According to Lawrence, "In-service education is the education a teacher receives after he has entered to teaching profession and after he has had his education in a teacher's college. It includes all the programmes – educational, social and others in which the teacher takes a virtual part, all the extra education which he receives at different institutions by way of refresher and other professional courses and travels and visits which he undertakes.

## **HISTORY OF IN-SERVICE TEACHER EDUCATION:**

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 it 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 and sergeant committee 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.

## **NEED AND IMPORTANCE OF IN-SERVICE TEACHER EDUCATION:**

In our country, the trend is that once a teacher has joined service as a teacher, he continues to be so, through he may or may not study. It is not like that in countries like U.S.A. There the teacher has to face the screening committee to his re-appointment as a teacher after two or three years. In-service education is badly needed for all types of teachers in India. The following points indicate its need and importance.

### **1. EDUCATION- A LIFELONG PROCESS:-**

The teacher who does not study side by side can't remain a good teacher. Training of a teacher is a lifelong process. He should continue making efforts in this direction for the whole life. Rabindra Nath Tagore has rightly stated, "A lamp can never light another lamp unless it continues to burn its flame. " According to secondary education commission "However, excellent the programme of teacher training may be, it does not by itself produce an excellent teacher. Increased efficiency will come through experience critically analyzed and through individual and group effort and improvement.

### **2. PROFESSIONAL GROWTH:-**

Every teacher is expected to be professionally bound, for the professional growth, he always needs the guidance and help of others. The efficiency of the teachers must be covered up. So the teacher need be up to the mark in every way.

### **3. EDUCATION IS DYNAMIC:-**

Education is very dynamic. It depends upon the society which is fast changing. Due to the advancement in the field of science and technology, there is explosion of knowledge. Accordingly the curriculum and syllabus are also being changed with a good speed. Continuous in-service education of the teacher can save the teacher from facing dire consequences.

#### **4. MAKES DEMOCRATIC**

In-service education helps the teacher in becoming fully democratic. By in-service education programmes, the teacher is able to meet people of all types and he is also able to share his experience with others.

#### **PROGRAMMES OF IN-SERVICE TEACHER EDUCATION:**

**SEMINAR-** In a seminar some problems of education are taken up and there is collective thinking. Discussions are held and conclusions are arrived at all under the guidance of some experts.

**REFRESHER COURSES:** - A refresher course means an educational programme organized for refreshing the knowledge of in-service teacher. Generally they acquire the teachers with the new development in the field of education. With the coming up of new education policy, refresher courses were arranged all around for teachers of different categories.

**WORKSHOPS:** - Workshops are organized for giving in-service education to teachers. They involve more of practical work and less theoretical discussion. These types of programmes are more useful for the teachers. The teachers have to work practically and come out with final materials to be seen by others. Organization of workshops consumes more time than a seminar or conference.

**CONFERENCE:** - In a conference, there is a broad discussion of subjects of practical interest. Generally there is a central theme around which several sub topics are given. Teachers as per their interest, present paper at the time of conference. The session ends with the concluding remarks of the president

**STUDY GROUPS:** - Forming study groups and using them as a technique for in-service education for teachers can work wonders. A group of teachers of the same subject and a subject expert in the college of education are combined and start working. They choose some topics of common interest (or) it may be a problem related to their teaching subject. Discussion is started under guidance and they continue thinking, studying and discussing that subject. If need arises, someone may be invited for extension lecture. The study groups may be meeting once in a week or even once in a month.

**IN-SERVICE TEACHERS TRAINING IN HIGHER EDUCATION:** Teachers are expected to play the role of agent of social change and modernization. In a country like India conservatism, superstition, exploitation, poverty, inequalities and many other such maladies have been continuing for centuries. Teachers expected to change this disorganized social order. They have to take up the role of reforming our society, developing modern values and attitudes in students and masses, and work for the building up of an equal, secular and socialist society. The teacher in future expected to perform the roles of planned organizer of curricula, innovator of educational ideas, practices and systems, writer of TV and Radio lessons and computer programmes, resource personnel in the spread of ever-expanding knowledge texts, and motivators to learners in many creative, unconventional ways. At the same time, they were had to be good communicators, efficient organizer of learning situations, and democratic group leader. Teachers constitute the most important source for providing quality education at the University/College level. They can bring about change in the existing system by initiating several changes in teaching methodology, examination system and upgrading syllabi. To meet these objectives, the teachers of college and university level should have some anchoring in various facets of teaching and learning. In our country, there are regular pre-service training courses for primary and secondary teachers. However, no such course exists for teachers in higher education. Unfortunately, teachers in higher education enter their profession, and new development in teaching, technology and interdisciplinary areas. They learn how to teach by trial and error method. The various education commissions set up by the Government of India including the committee on NPE stressed the need for improving the quality of higher education and evolved the scheme of UGC Academic Staff Colleges. The concept of in-service training and continuing education is not new to India. Recommendations to this effect were made as early as 1949, Radhakrishnan Commission had stated that “teacher competence is one of the crucial factors and should be given continuous training for the improvement of their performance”. The first National Conference of the Principals of Training Colleges was held in Baroda in 1951. The recommendations of the conference identified three types of courses to cater to different interest groups among the teachers – Short term courses for untrained teachers; Refresher courses for trained teachers; and advanced courses for teachers who wanted to undergo advanced level training in the field of their interest. The Kothari commission in 1964-66 reiterated the importance of in-service teachers’ training in Higher Education by pointing out the necessity of regular Orientation courses every year for a few weeks in every college. Following this UGC had created some facilities in the form of seminars, fellowships, summer schools and Orientation courses. The National Policy of Education (NPE-1986) and its Programme of Action, (POA), updated in 1992 provided the opportunities to prepare and train teachers at the beginning of their tenure (general orientation) followed by continuing education

(subject up gradation) for their professional and career development. In consonance with the seventh five year plan proposals and to implement the NPE and the POA the University Grants Commission (UGC) had formulated the Academic Staff Orientation Scheme in 1987-88. The major objective of the schemes is to initiate a comprehensive programme of professional development of teachers. Academic Staff orientation programme and refresher courses, organized at various universities of the country, are specifically aimed at enabling the newly appointed lecturers to understand the significance of education in general, and higher education in particular; to acquire and improve basic skills of teaching; to utilize the opportunities for personality development and knowledge up gradation and to understand the linkages between education and economic, social- culture values and national goals. The objectives of the Human Resource Development Centres (HRDCs) [erstwhile known as Academic Staff Colleges (ASCs)] are to enable (newly appointed) Assistant Professors to:

- Understand the significance of education in general, and higher education in particular, in the global and Indian context;
- Understand the linkage between education and economic and social-economic and cultural development with particular reference to the Indian policy where democracy, secularism and social equity are the basic tenets of society.
- Acquired and improve basic skills of teaching at the college/university level to achieve goal of higher education.
- Keep abreast of the latest development in their specific subjects.
- Understand the orientation and management of a college/university and to perceive the role of teacher in the total system.
- Utilize opportunity for development of personality, initiative creative, and,
- Promote computer literacy as well as internet knowledge.

To cater the need of professional and career development of the teachers, the UGC had developed 48 Academic Staff Colleges, in year 1987 throughout the country presently the number of ASCs which renamed now as Human Resource Development Centre (HRDC) has increased to 66. In starting there was no systematic effort, by the universities in this regard. The ASCs are apart from other activities, providing ‘**Orientation Courses**’ of three to four weeks duration and ‘**Refresher Courses**’ of two weeks duration for the academic faculties of the universities and the affiliated colleges. These courses aim to provide latest on various aspect, to uplift their faculty members, which would not only help them in improving their teaching and research skills but also help them in their professional growth. These courses also include the feedback sessions at the end of the Course organized, in which through a structured questionnaire participants expressed their opinion about the overall efficiency of the course,

content quality, instructional methods and faculty role effectiveness. This feedback session concentrates to evaluate the followings:

1. Teaching Components:- Awareness of linkages between society, environment, development and education, Philosophy of education, Indian educational system and pedagogy, Subject up gradation, Management and personality development, Distance education environment, Pollution and population education.

2. Training Methodology: - Lectures, demonstrations, panel and group discussions, seminars/workshops, fieldwork, reflection and feedback, video recording and analysis, assignments/project work, brain storming.

3. Expected Outcomes: - Improvement in- national and social values, personal attributes, and professional skills, art of thinking, stress management, writing skills, environmental awareness, technological information, health awareness and leadership traits.

For the improvement of teaching and research the following activities are performed by the Academic Staff Colleges:-

1. Teaching improvement:- work-shop, seminar, teaching work, personal growth, research work, further study, project/survey, micro-teaching/participation, multi-choice objective test.

2. Research improvement: - continuous self-learning, enquire into new knowledge and sharing it with industry.

An important point of emphasis would be the reorientation of University teachers to adopt new and improved techniques of teaching and evaluation. A programme of seminars, discussions or workshops should be organized to serve as the spearhead of the reform.

The Education Commission had suggested the following principles on which education of teachers should be attempted:

- a. Orientation of subject knowledge,
- b. Vitalization of professional studies;
- c. Improvement in method of teaching and evaluation,
- d. Development of special course and programme,
- e. Revision and improvement of curricula.

The universities would draw-up their own programmes for the orientation of their teachers, taking the above suggestions into consideration. The Education Commission further elaborated the contention with the following proposition:

- A. Newly appointed Assistant Professors should be given some time and opportunities to adjust with institutions to learn the traditions and pattern of work, to get to know their colleagues and students.
- B. They should be expected to study the syllabus carefully, to prepare a detailed programme for the teaching work they proposed to undertake, to draw up their schemes of lectures, consult the library and select books to be recommended to students.
- C. They should discuss these with the head of their departments and senior colleagues and invite their suggestions.
- D. They should be encouraged to attend the lectures of some senior teachers of their subject and study their methods of teaching of way of handling their students.
- E. After the lectures, the senior teacher can discuss his method and techniques with his junior colleagues who should be free to express their opinion and raise questions. B. Every university and colleges should have regular orientation course organized for a few weeks early in the session in which some new and senior older teachers participate.
- F. The best teacher of the institution as well as some distinguished teachers from outside should discuss with them the outstanding problem of teaching, research and discipline as well as the mechanics of the profession.
- G. In bigger universities it may be possible, to establish something like a staff college where teachers from all affiliated and constituent colleges as well as the university will be brought together for orientation, discussion, seminar, workshop, etc., and
- H. Where this is not possible a conference centre would be necessary to facilitate discussion of the issues which teachers have to face, (e.g., objectives of education, method of teaching, enrichment of subject matter, etc.).

The staff colleges or the conference centre should also produce, in cooperation with other member of the faculty, occasional brochures, book lists, guidance materials, etc., for use to all teachers. Unfortunately it looks that the proposition of opening staff colleges for the orientation of university/college teachers was allowed to lie inactive for about two decades.

#### **EXECUTION OF PROGRAMME:**

• **For Orientation Programme:** Newly appointed Assistant Professors up to at least 2 years of continuous service and all those teachers who require Orientation Programme for getting higher grade working in Universities/Degree Colleges are eligible to participate. Attendance of Orientation Programme should be a condition for confirmation and the same course is counted for getting promotion to senior scale as required under Career Advancement Scheme.

• **For Refresher Course:** Participation in Orientation Programme is a pre-requisite for admission to Refresher Course. Thereafter, with a gap of one year they can appear for Refresher Course. Also there should be a minimum gap of one year between two Refresher Courses. Such courses are for in-service teachers who are eligible as per UGC-HRDC rules and regulations.

While laying down the policy for higher education, it emphasized that the major effort had to be directed towards the transformation of teaching methods: audio-visual aids and electronic attention. That would require preparation of teacher at the beginning of the service as well as continuing education thereafter. To implement NPE (1986), POA (1992) proposed the following steps:

- To organized specially designed orientation programme in teaching methodologies, pedagogy, educational psychology, etc for all new entrants at the level of Assistant Professors,
- To organized refresher course for serving teachers to cover every teacher at least once in five years,
- To organized orientation programme by using the internal resource of universities and by bringing a number of colleges together;
- To encourage teachers to participate in seminars, symposia, etc.