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ARTICLE

Continuing with In-service teachers professional development - A Need of the hour

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“Teacher is the maker of history. The history of a nation is written in its schools and the schools cannot be very different from the quality of their teachers.” H. G. Wells

Abstract

The concept of knowledge is dynamic in nature. We cannot deny the fact that knowledge is increasing day by day rapidly. It has been observed that knowledge becomes just doubled after a decade. A huge responsibility lies on the shoulders of teachers. No one has doubt over potentials of teachers except exceptions. But in the fast growing world and change in the society knowledge of teachers need refresh and addition. In Indian scenario it has been observed that most of the teacher's knowledge is still fixed to old one that already exists. In all fields of knowledge new discoveries, innovation, trends, ideas, principles and theories are emerging every day. When a teacher joins profession, he is taken as source of knowledge to his students as what he has learnt in his teacher education programs. But after a period of time, his knowledge becomes absolute as the knowledge in the field of teacher education is also increased day by day. In that condition it becomes necessary to update him with the latest knowledge so as to students. There are organized numbers of professional development programmes for teachers for the said purpose. Seminars, workshop, orientation programme, refresher course, extension programme etc. remain in main list of these .Different surveys by agencies are also conducted to know the outcome, authenticity and follow up of these programmes. A question also arises about the sufficiency in numbers and making it mandatory for the teachers of higher, secondary and primary education.

Sparing time to professional development of teachers with duty hours is a big issue for all stakeholders of education. Simultaneously they have to prove themselves by bringing good results in their classes

Academic performance Index (API), Sponsorship of programmes, time schedule, certification are some other important concerns related to professional development programmes. But after all teacher has to continue with updating his knowledge.

Present paper will try to throw light on different aspects of professional development of in-service teacher education and suggest some measures to address said issues.....

Introduction

“A teacher can never truly teach unless he is still learning himself. 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. The teacher who has come to end of his subject, who has no living traffic with his knowledge, but merely repeats his lesson to his students, can only load their minds. He cannot quicken them. Truth only must inform but also must inspire.” Rabindra Nath Tagore

Education is a lifelong process. It starts with cradle and ends with grave. Lifelong learning should be the ultimate aim of a teacher. For a teacher it is like his life line. Continuous learning is very much important in order to bring a change in quality of teachers and educational system. Inservice teacher education is primarily meant for regular serving teachers. It includes such new courses whose fruitfulness and validity have been tested. It subjects the serving teachers to such activities which may enhance their professional knowledge, interest and attitude-so that they are able to maximize their pupils learning and, inturn, derive maximum inner satisfaction and sense of achievement. In Indian scenario after independence a huge change has been recorded in educational system and the status of a teacher. In the early decades after independence teacher training institutions were a few in numbers resulting on academic performances teachers were recruited across the country. Books were the only source of knowledge. Teachers were hardly made updated with the latest stock of knowledge. Literacy rate of India was not so good. Educational access was a dream to underprivileged class. With the advancement of science and technology and social awareness status of teachers got boost and they included them with flowing stream of knowledge.

A Teacher has to render his duty always in teaching a prescribed syllabus and curriculum. Simultaneously he is expected to keep learning himself for updating him with the latest form of knowledge. Because his earlier learning do not remain in functioning due to changing requirement of contents to be taught. Now he is left with two options 1.Either Stick to the old one strategy/Knowledge resulting lowering the success rate of learners or 2. Adopt the new change with time and increasing the success rate of learners with earning a

respectable position in the system. Two types of educational institution managements prevail in India. One is Government and other is privately managed institutions Teachers are recruited on basis of their academic and professional degrees/test like NTT, D.EL.ED, B.Ed., M.ED, M.Phil., Ph.D., TET, CTET, NET etc. through different commissions and boards.. In Government Institutions serving teachers have a privilege to attend number of professional development programmes sponsored by government, while in privately managed institutions conditions are not so good due to negligence or scarcity of funds. There is a need to sensitize the Importance of professional development among stakeholders of education.

Historical Background in relation to In-Service Education Programme

In ancient India

Extension Media such as fairs and festivals, semi-formal socio religious media as the community discourse ,pilgrimages etc. were potent means of providing social, religious and moral education to the whole community including teachers.

In British India

Britishers also showed interest in education of teachers through missionaries. Wood Despatch (1854) recommended improvement of teachers who were in teaching profession. Indian Education Commission (1882) gave importance to institutionalization of teaching profession. Curzon's resolution on educational policy (1904), Government of Indi's Resolution on Educational policy(Feb1,1913). The Hartog Committee(1929) gave the idea of refresher course scheme to in service teachers. The report on vocational education in India by A.Abbott and S.H.Wool gave two fold nature of teachers one is pre service and other one post service. After 1937 teacher training education got a new status in India.

In Free India

The University Education Commission (1949)

It recommended an urgent reform in the institutions of vacation refresher courses for High Schools and inter college teachers. It also recommended that the scheme of refresher course could be made a real success if the authorities of schools and colleges and the Government Education Departments made certified attendance at university refresher courses, one in every four or five years, a qualification for promotion.

The first Conference of the Principles of training colleges at Baroda (1950)

This committee recommended short courses for untrained teachers, refresher courses for trained teachers and special courses for those who wanted to have any advance training in a specific field.

The secondary education Commission (1953)

Under the chairmanship of Mudaliar following recommendations were given:

Seminars and conferences

Short Intensive courses in special subjects

Practical training in workshops

Refresher courses for teachers

ALL India council for secondary school education (1955)

It emphasized the need of extension services centers in the selected training colleges in India. In 1955 in India it established extension centers in twenty four teacher's colleges. During 1957-58 more extension centers were opened in teacher's colleges and the number of colleges of organizing extension programmes reached 54. In 1959 council was converted into an advisory body and its function were taken over by the Ministry of Education, Government of India, which implemented the program through a new office, The Directorate of Extension Program for Sec. Education".

National council for Educational Research and training (1961)

NCERT also recommended and opened small extension units in 1962. The total number of colleges organizing extension and in-service programs in the country went to 96 by 1965.

Education Commission (1964): It recommended the provision of summer institutes and the compulsory in-service teacher education programs once in 4-5 years. Presently there are number of institutes conducting refresher courses, seminars, conferences, symposia and workshops for teachers.

NCTE (1993) A Statutory body and its role in service teacher education

NCTE (National Council for Teacher Education) controls the Teacher Education in India. In-service teacher education programmes for untrained teachers are mainly conducted through correspondence courses or distance courses by universities /open universities and

institutions. NCTE Regulations 2005, 2009 and 2014 has made number of significant changes in its courses 'duration curriculum faculty eligibilities etc. With the passage of time courses reflect the need of nation and society. NCFTE (National Curriculum frame work for Teacher Education)-2005, 2010 has also stressed the changing needs of teachers with the going time. NCTE has recommended time to time refresher courses, national seminars, workshops for teacher educator also. But it should be made compulsory to Govt. and Private Teacher Education Institutions.

RTE (Right to Education)-2009 and Professional Development of teacher

As per RTE Act 2009 ,it becomes essential for all school teachers to be professionally trained.Sec23(1) of the right of children to free and compulsory Education(RTE)Act2009 prescribes that:-

"Any person possessing such minimum qualifications as laid down by an academic authority authorized by the central government by notification shall be eligible for appointment as a teacher".

Provided further that every teacher appointed or in position as on the 31st March 2015 ,who does not possess minimum qualification as laid down under sub section (1) , shall acquire such minimum qualification with in aperiod of four years from the date of commencement of right of children to free and compulsory education Act -2017

Importance of In-service Teacher Education Programs and some assumptions on which it is based:-

1. Education is a continuous and planned process for teacher and educators in their life
2. In service education will contribute to the qualitative improvement of education.
3. It has been observed that pre service training is not adequate to cope with changing time requirement so updating with latest knowledge is must.
4. In all aspect of human Endeavour in which changes occur and these changes demand corresponding changes in education and therefore, in the educators.
5. In order to bring about changes in education corresponding tio the changes in other related area, it is necessary to improve the competence of the teacher in terms of his knowledge, skill interest and attitude as an essential means of improving education.
6. Action research is always needed to be enhanced to tackle the classroom and outside classroom problems. So teacher or educator must be well familiar with the research methods

and tools. Research related workshops seminar can deliver effective knowledge in this regard.

Higher Education label

In government institutions there is no paucity of funds as time to time funds allocation is there for in-service teacher education programs. At higher education level UGC approved Academic staff colleges or human resource centres of universities are doing this job. According to UGC guidelines it is mandatory to attend refresher courses and orientation programmes for assistant professors, associate professors and professors for their API(Academic performance index) leading to promotion. In addition to ot teachers are also encourage to attend sponsored seminar, workshop, conferences and symposium. With the help these programmes youth at higher level can be given latest factual knowledge. Change in science and technology has also compelled higher education to change its curriculum and transaction channels.

Secondary and Elementary label

NCERT NIOS & SCERTs DIETs of states in India play important role in directing, orienting, and conducting In-service teacher programs .Funds are provided by MHRD or the corresponding state education ministry. Different survey reports on elementary and secondary teachers do not present a satisfactory level of required quality in same. Though Governments try their best to improve the knowledge and quality in teaching of teachers but it always need more function ability. Recently NIOS is providing necessary training (D.EL.ED& Bridge course) to untrained teachers of the country through its study centres established across the states. Yearly based refresher courses seminars, workshops and symposium are organized to improve the efficiency of teachers. But lack of interest and zeal of learning shown by in service teachers are some major hurdles which stops the way of improvement and updating knowledge.

Some immediate steps to be taken in favour of In-service Teachers' professional Development.

1. Stop the entry of students without teaching aptitude in full time courses of teacher education, so that after their induction in real teaching they show the same enthusiasm and zeal to their profession. In higher level teaching there must be a teacher training course. Because only subject mastery can't be substituted with teaching skills simultaneously.

2. Government should make it compulsory to organize seminars, workshops symposium, and orientation, refresher courses by all institutions irrespective of private or public institutions.
3. All teachers must attend professional development programmes compulsorily. It must be linked with their promotion and salary structure. But to avoid feedback or proxy development programmes, student's performances after attending these programmes must be taken into considerations.
4. There should not be paucity of funds in organizing professional development programmes.
5. Recruitment of untrained teachers should be fully checked. As backdoor entries of untrained teachers in name of unavailability of same have been found in the past which has severely affected the teaching learning environment.
6. Recruitment rules for teachers should be very strict. There should be no compromise in this regard.
7. Private institutions do not care about professional development of teachers. They must be encouraged by Government or regulatory bodies. It must be included in their affiliation or approval norms.
8. A special leaves should be provided to teachers for attending these programmes irrespective of Govt or private teachers. Private institutions must be checked regularly for allowing their teachers. Leaves must not be without paid leaves.
9. In-service teacher must get chances to visit other developed countries' education system for experiencing their practices and their results and prospective view of that in our country.
10. There should be a permanent pool of educationists, resource persons, and intellectuals of higher standards always visiting institutions for refreshing knowledge of teachers.

Conclusion

If India wants to see its education system among top education system of world, it will have to raise the standard of its teaching first and so teachers. In the rapidly changing world requirement of learners are also changing. If we remain stick to old and outdated practices and factual knowledge of past then this dream is always unachievable. Teacher self also should take it personally so that he /she can have the status of other successful professional. Certain changes are necessary at Govt. level especially with regulatory functionaries.

Policies are made beautifully but executed badly. To organize National Seminars, Workshops and symposium has become an attractive business by some agencies and limited up to key note lunch and valedictory. None bothers about its authenticity and drafting of conclusion and adoption or rejection in policies .It is only the teacher who can make or break the nation. All stakeholders of education should strive to raise the knowledge and status of In-service teacher.

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