



Relevance of Teacher Training and Development for Better Quality of Education

KEYWORDS

Surveenkaur, Research Scholar in Deptt. Of Public Administration, P.U., Chandigarh.

Surveen Kaur

Research Scholar in Deptt. Of Public Administration, P.U., Chandigarh.

ABSTRACT

In service teacher training is a crucial agent to develop and change the education system of India which is striving to provide quality school education. Present study reviews the organization and repercussions of in service teacher training programmes for school teachers in India towards quality education. There are certain gaps in such in service training programmes. The study suggests adoption of an effective approach to improve skill, knowledge and experience of schools teachers to further ensure quality education specifically in schools owned by central and state governments.

Introduction

Education is a fundamental human right as declared by Universal Declaration of Human Rights and a crucial mean to effective people's participation in rapidly globalizing economies. If a democracy like ours is to survive – a democracy which harbors so many faiths, races and communities – education must cultivate in our youth an openness of mind and largeness of heart which could make them capable of entertaining and of blending into harmonious pattern differences in ideas and behavior (Secondary Education Commission, 1953). No matter how well written the education policies are, outcome of these policies depends on the effectiveness of educational structure devised by a country. And most importantly the education system of every society should serve its development needs and include every group in its purview so that no one is excluded in the process of development. The International Commission on Education affirms its belief that education has a fundamental role to play in personal and social development. The Commission does not see education as a miracle cure or a magic formula opening the door to world in which all ideals will be attained, but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.

Among other factors training is a key to organizational survival and success and indispensable for every organization whether it is private or public. In education system also the importance of training is well recognized to achieve aims and objectives of education policies and programmes. For William (1959) training is the process of developing skills, habits, knowledge and attitudes in employees for the purpose of increasing the effectiveness of employees in their present government positions as well as preparing employees for future government position. Berman et al (2001) suggests, new employees frequently need training to help them understand new tasks, technologies, and procedures unique to the organization and to correctly implement key rules and regulations. Existing employees periodically need to acquire new skills, giving real meaning to "lifelong Learning".

Objectives of Training :

- To train the employees in the organization's culture and ethos
- To prepare the employees both newly recruited and already employed to meet the present as well as the future requirement of the job and the organization
- To train the employees in order to improve the methods of work and skills so as to bring effectiveness and efficiency
- To prepare employees for higher level responsibilities
- To ensure economical output with high quality
- To keep pace with technological advances and avoid obsolescence
- To reduce supervision wastage and accidents
- To develop inter-personal relations
- To create favorable attitudes and motivation of employees

Teacher Training and Development :

Since teachers are the most important component of quality schooling, it will be necessary to continuously upgrade the quality of teachers through on-the-job training, in-service education programs and a variety of other mechanisms, besides pre-service qualifying program of teacher training (CABE Committee). Twelfth five year plan has clearly stated the need to redefine literacy and go for a paradigm shift from basic literacy to lifelong learning. The plan further says that in the present technology driven knowledge-based competitive economy, even the basic ability to read and write with understanding is not enough. However the effectiveness of all the efforts for quality improvement and educational development depends upon the competence of teachers. The teacher is the most important component in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. The American Commission on Teacher Education rightly observes, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher."

Subsequently there is a need to develop effective

in-service training programs to improve the academics and professional standards of teachers. It is important to recognize that the conventional in-service education provided by the teacher education institutions do not actually contribute to the development of relevant skills and attitudes for quality improvement in instruction and student learning. Besides the conventional in-service education programs, it will be necessary to develop a mechanism whereby secondary school teachers will be able to share their experiences and learn from each other, indeed develop a learning community and culture.

Teacher Training in India :

The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country.

The broad policy and legal framework on teacher education is provided by the Central Government, implementation of various programs and schemes are undertaken largely by state governments. Within the broad objective of improving the learning achievements of school children, the twin strategy is to i) prepare teachers for the school system (pre-service training); and ii) improve capacity of existing school teachers (in-service training).

For pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions (government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor these standards and quality.

For 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 six Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programs 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 specialised courses for teacher educators and school teachers. The Colleges of Teacher Educa-

tion (CTEs) and Institutes for Advanced Learning 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 (DIETs).

Current In-service Training Scenario : some concerns

The need and importance of in-service teacher education is well recognized; institutional mechanism for such training has also been suggested by various Commissions, Committees and in policy documents. The key ingredients of quality in-service teacher training are : (a) assessment of training needs; (b) development of appropriate curriculum/modules; (c) preparation of training material; (d) delivery of training by well qualified and motivated trainers who can effectively engage with the teachers; (e) assessment of the impact and outcome of the training, which in turn feeds on the curriculum, training material and its delivery. Several of these aspects have been sought to be covered through the in-service training programs conducted over the last few decades, utilizing the institutional structures of BRCs/CRCs, DIETs, CTEs, IASEs and SCERTs. The High-Powered Commission on Teacher Education has expressed following concerns regarding teacher education :

- i. While in-service programs have been conducted under the DPEP, SSA and the teacher education scheme, a holistic policy framework on in-service teacher education – its nature, content, duration, periodicity, modality, institutional responsibility, incentives for participation etc. has not been developed;
- ii. Institutions where the training is conducted – DIETs, BRCs etc. are not adequately equipped in several states, in terms of physical infrastructure and resources.
- iii. Selection of resource persons for conducting the training programs is crucial for its success. However, there are no uniform framework, and procedures regarding qualifications, selection process, personnel policy vary widely across states ;
- iv. Even while training has been made compulsory for every teacher (at elementary stage), there exists lack of clarity on the basis of teacher selection for a particular program. As a result, very often a teacher undergoes training in areas which are either or not relevant or divorced from his needs ; resultantly, the needs of the teacher remain unaddressed.
- v. Problems also exist in the preparation of curriculum modules, which have a top down approach, in contrast to a needs based approach ;
- vi. The short duration of the training has also led to its low effectiveness. The split design model – 10 day training at the BRC, followed by one day training for 10 months at the CRC can have limited effect on the development of professional skills of teachers. Long term training courses in a distance-cum-contact mode have not been conceptualized for the in-service teachers ;
- vii. Despite unprecedented advancements in technology, the modality of teachers' in-service education has, by and large remained conventional involving one way transmission of information from the trainers to the trainees, in a cascade model. The limitations of face-to-face training in a cascade

model can be addressed to a considerable extent with the use of technology like tele-conferencing, using audio and video programs and using web-based teaching-learning during personal contact programs.

Conclusion : Present system of in-service training programs as studies suggest is not commensurate with the needs of the time. Competence of teachers in India mostly depends upon pre-service teacher education which is further obsolete in nature. At secondary and higher secondary levels the in-service training programs are very uncommon. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials.

Extraordinary expansion of teacher education institutions and programmes during the past few years has posed a new challenge to quality education. With increasing school enrolments and the launch of pan-Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, SarvaShikshaAbhiyan and Universalization of Elementary Education, there was a natural increase in the demand and for teachers. This demand have taken over record rise in the number of teacher education institutions in most parts of the country.

From 3489 courses in 3199 institutions and an intake of 2,74,072 in 2004, the numbers in December, 2008 raised to 14,523 courses in 12,200 institutions with an intake of 10,73,661 at different levels. This expansion has taken a heavy toll on quality parameters like infrastructure, faculty learning resources and student profile. Hence the burden of professional development of teachers descends on in-service training programs. The in-service training programmes need to be more comprehensive and elaborate with special emphasis on class room problems.

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