



INSET through PRESET In-Service Teacher Training (INSET) through Pre-Service Teacher Training Institution (PRESET)

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Abstract

The paper places emphasis on building the capacity of teachers for teaching, through regular training programmes. The proposal advocates for regular annual in-service training of teachers for a minimum of 20 working days by pre-service teacher education institutions like B.Ed. or D.El.Ed. or B.El.Ed. or NTT colleges in order to orient them to their updated roles and responsibilities, according to the norms and standards laid down in NCTE Regulations 2014 for teacher education. As a part of social responsibility in-service training programs should be offered by the pre-service teacher training Colleges for the period of at least 20 working days in a year to the group of teachers who have completed their pre-service training by 2016.

Keywords: In-service teacher training (INSET), Pre-service teacher training institution (PRESET)

Introduction

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, and performance.

Teacher Education in India has mainly two components: Pre-service and In-service.

The pre-service teacher training (PRESET) is the education and training provided to student teachers before they have undertaken any teaching. This is being imparted at three levels: pre-school, elementary, and secondary stage. The pre-school teacher education prepares teachers for pre-school classes, viz. nursery and kindergarten, NTT with courses varying from one to two years. A person with secondary or a senior secondary examination is eligible for pre-school teacher training institutes. The elementary teacher education programme D.El.Ed. or B.El.Ed. is meant for preparing teachers for primary classes (grades one to five). The secondary teacher education programme B.Ed. prepares teachers for upper primary and secondary levels (grades six to twelve). The graduates are eligible for this programme. To achieve the planned and coordinated development of teacher education in India, and also to ensure maintenance of norms and standards, the National Council of Teacher Education (NCTE) an Indian government body was established in 1993.

The in-service teacher training (INSET) is a professional training or staff development effort, where professionals are trained and discuss their work with others in their peer group. This is being organized at sub-district, district, regional, state or central level. There are some institutes of national importance like NCERT (National Council for Educational Research and Training), CIIL (Central Institute of Indian Languages) etc which conduct in-service training programmes on national level. At state level, there are State Council of Educational Research and Training (SCERT), State Institute

of Education (SIE), Colleges of Teacher Education (CTEs), State Institutes of Education and Training (SIET) which at the district level are called as DIETs.

This paper is developed as a part of the attempt to shift teacher training programs towards more experiential, participatory, constructivist training methods, which reflect the constructivist approach that the training expects teachers to implement in their classrooms. The National Curriculum Framework (NCF) 2005 and the Right to Education Act (RTE) 2009 call for a transformation in our schools to places where children are valued and nurtured, and where children enjoy learning through activity-based and child-friendly learning processes. Further, NCTE 2014 Regulations have laid down new norms and standards for pre-service teacher training programmes. The regulations suggest the teachers to act as a 'facilitator', and to be 'reflective', that is they need to become 'mindful enquirers' into their own experiences, to guide children meaningfully.

The paper places emphasis on building the capacity of teachers for teaching, through regular training programmes. The proposal advocates for regular annual in-service training of teachers for a minimum of 20 working days by pre-service teacher education institutions like B.Ed. or D.El.Ed. or B.El.Ed. or NTT colleges in order to orient them to their updated roles and responsibilities, according to the norms and standards laid down in NCTE Regulations 2014 for teacher education.

Through Public-private partnerships (PPPs) between a government organization and private sector companies, while pursuing its policy of tapping educational potential in "Corporate Social Responsibility (CSR)" divisions of major IT corporations like INTEL, Microsoft, Oracle, the government has gained rich dividends over the years in the form of empowered teachers. As a part of social responsibility in-service training programs should be offered by the pre-service teacher training Colleges also for the period of at least

20 working days in a year to the group of teachers who have completed their pre-service training by 2016. The training may be designed to involve teachers/trainers in experiential activities that would enable them to reflect on their beliefs and assumptions regarding teaching and learning, to experience and internalise the approach promoted by NCF 2005 the RTE Act, and NCTE Regulations 2014 and to plan for how to bring some of these changes in the teaching-learning process.

Objectives of inservice teacher training

The inservice-teacher trainees would be able to

- Update knowledge and skills
- Understand their own self and ways to improve
- Communicate effectively
- Transact course using variety of approaches
- Include investigative projects and tasks in the syllabus
- Work in collaborative partnership with peers, management, teacher-educators, community members
- Contribute towards enrichment of culture and upliftment of society
- Develop overall personality
- Be a Millennium teacher working with a new vision

Content of inservice teacher training

Content is the subject matter that is to be taught. A part of the teacher's role is to keep himself up-to-date with subject matter, to be conversant with curricular project materials and to be involved in the implementation of these projects.

In keeping with NCTE Regulations 2014, the inservice training is proposed to integrate the study of Subject Knowledge, Human Development, Pedagogical Knowledge and Communication Skills. The NCTE guidelines recommend training of teachers in areas such as gender, yoga, inclusive education, Understanding issues of diversity, inequality and marginalization in Indian society, life skills, value education, reflections, besides training in basic subjects like understanding the discipline and subjects, language across curriculum, community development. This training would focus on personality development and development of ICT skills of teachers in order to transform them into new millennium teachers.

Subject Knowledge

- Content mastery
- Understanding the discipline and subjects
- Linking school knowledge with community life
- School Organisation, Educational Administration and Management
- Curriculum

Human Development

- Latest trends
- Science and Art of Living
- Learners with Special Needs

Communication Skills

- Classroom Discourse
- ICT
- Language across curriculum
- Art, Craft and Aesthetics
- Performing Arts
- Reflections on school experiences

Pedagogical Knowledge

- Latest trends
- Mind mapping
- Inquiry Approach
- Library

Method of inservice teacher training

Method describes the collected practices, processes, strategies, procedures, of imparting training.

- **Inspiration:** by inspiring teachers with a desire and vision for change, to learn and grow.
- **Reflection:** by providing opportunity for personal and group reflection, in order to encourage teachers to critically reflect on their previous experiences, their own teaching practice, their philosophy of education, and some of their underlying beliefs and assumptions about children, the purpose of education, etc.
- **Experiential learning:** through practical workshops where teachers can see a different model of learner-centered pedagogy being demonstrated, and where they get a chance to actually plan and practice teaching active lessons with the support of the trainers.
- **Collaboration:** between Trainers and participants, and encouraging peer learning among teachers and teacher-educators

Evaluation of inservice teacher training

- Pre-test and post-test during training programme
- Peer-sharing
- Videoconferencing
- Feedback forms during training
- Observation of training by Monitoring officers
- Orientation of school principals for conducting follow-up
- Conducting Impact Studies
- Continuous and comprehensive assessment

Training modules

Table 1

Training areas	Content	Session topics	Practicals	No. of days
Subject Knowledge	Content mastery	<ul style="list-style-type: none"> New information added in syllabus 	-	1
	Understanding the discipline and subjects	<ul style="list-style-type: none"> Disciplinary and Interdisciplinary knowledge Types of thinking 	-	
	Linking school knowledge with community life	<ul style="list-style-type: none"> Different age-level students conceptions of social and natural phenomenon Understanding issues of diversity, inequality and marginalization in Indian society Gender-biases, polyandrous, matrilineal, matriarchal societies in India Open and distance learning Changing role of teachers in sustaining transforming education Collaborative partnerships Community based engagements Vision of education in India Peace education 	-	
	School Organisation, Educational Administration and Management	<ul style="list-style-type: none"> Exploring hierarchy and respective roles Role of Administration Role of management committees Teacher associations School discipline 	<ul style="list-style-type: none"> Infrastructure and facilities School records School, Academic, CCA Calender Constitute Disaster Management Cell Constitute Student Grievance Cell Constitute Anti Ragging Committee Constitute Sexual Harassment Committee 	3
	Curriculum	<ul style="list-style-type: none"> Principles Types Models Statistics 	<ul style="list-style-type: none"> Construction of a subject curriculum Evaluation of a curriculum 	1
Human Development	Latest trends	<ul style="list-style-type: none"> Developmental influences Cognitive processes Autonomy of teacher and learner Working in groups Delinquency and Crime 	<ul style="list-style-type: none"> Classroom Sociometry 	1
	Science and Art of Living	<ul style="list-style-type: none"> Life skills Physical Education Yoga Meditation Mindfulness in the classroom Self discipline 	<ul style="list-style-type: none"> Workshop on life skills, yoga, meditation Explore techniques of mindfulness 	2
	Learners with Special Needs	<ul style="list-style-type: none"> Categories of learners with special needs Inclusive practices in classrooms Role of teacher, special educators Individualized Educational Plans 	<ul style="list-style-type: none"> Create an Inclusive school 	2
Communication Skills	Classroom Discourse			1
	ICT	<ul style="list-style-type: none"> Technological Competencies <ul style="list-style-type: none"> ICT based content knowledge Use of computer, multimedia Use of internet Integration Competencies <ul style="list-style-type: none"> Exploring ICT resources for teaching-learning Exploring ICT resources for inclusion in classroom Exploring ICT resources for multilinguistic classroom ICT based evaluation Social networking, virtual communities, databases 	<ul style="list-style-type: none"> Use ICT to design personalized learning experiences Adapt instructional software to curricular needs Write a courseware 	3
	Language across Curriculum	<ul style="list-style-type: none"> Perspectives in language development Language skills Language diversity in classrooms 		1

	Art, Craft and Aesthetics	<ul style="list-style-type: none"> ▪ Various Arts forms and Artists ▪ Art works in teaching and learning ▪ Craft works in teaching and learning 	<ul style="list-style-type: none"> ▪ Workshop on various arts forms ▪ Using crafts in preparing teaching aids 	2
	Performing Arts	<ul style="list-style-type: none"> ▪ Music ▪ Dance ▪ Theatre 	<ul style="list-style-type: none"> ▪ Workshop on types of performing arts ▪ Viewing and analyzing films, documentaries, audios and videos 	1
	Reflections on school experiences	<ul style="list-style-type: none"> ▪ Readings and reflecting on texts 	<ul style="list-style-type: none"> ▪ Maintaining records of students reflections 	1
Pedagogical Knowledge	Latest trends	<ul style="list-style-type: none"> ▪ Latest approaches to teaching learning ▪ Latest theories of learning ▪ Latest models of teaching 	<ul style="list-style-type: none"> ▪ Transaction of course using variety of approaches like discussions, observations, interactions, investigative projects, tasks 	1
	Mind mapping	<ul style="list-style-type: none"> ▪ Techniques of mind mapping 	<ul style="list-style-type: none"> ▪ Transact content with mind mapping 	
	Inquiry Approach	<ul style="list-style-type: none"> ▪ Methods of Inquiry 	<ul style="list-style-type: none"> ▪ Develop lesson plan with inquiry approach 	
	Library	<ul style="list-style-type: none"> ▪ Exploring Library management ▪ Understanding library processes that facilitate “construction of Knowledge” 	Koha	

As a sequel to the NCTE Regulations 2014 the orientation of school teachers who have completed pre-service training earlier need to be done on a mass scale.

This proposal aims on equipping the teachers to transact the curriculum effectively focusing on content and pedagogy at par with the best global educational practices. This is a corrective measure to equip the teacher to take up the task of teaching with great confidence. It is intended to transform the teachers into ‘New Millennium Teachers’ working with a new vision.

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