

**RESEARCH PAPER****Quality Development in Service Teacher Education: A Study****Manoj K. Pathak<sup>1</sup> and Rekha Pathak<sup>2</sup>**<sup>1</sup>D.E.I. (Deemed University), Dayalbagh, Agra<sup>2</sup>Dr. B.R. Amedkar University, AgraEmail: [samriddhiagra@gmail.com](mailto:samriddhiagra@gmail.com)Received: 19<sup>th</sup> May 2018, Revised: 13<sup>th</sup> June 2018, Accepted: 20<sup>th</sup> June 2018**ABSTRACT**

National Policy of Education (NPE) 1986 has recommended & interactive teaching based on teacher student dialogue. It has been visualized that teaching learning strategies will assume a variety of modes and will involve a variety of activities on the part of learners and teachers viz, observation, collection & materials and information, demonstration and experimentation, project assignment. Play way activity, educational games, educational excursion, role playing, dramatisation, group discussion, conversation, inductive-deductive teaching, discovery learning etc. In fact, the Delors Commission mentions that the inservice education is as good as the preservice education, even better for quality improvement. With the aim of quality improvement Government of India, at a massive cost, initiated centrally sponsored schemes for inservice education of primary teachers through District Institute of Education and Training of secondary teachers through Institutes of Advanced studies in Education, and colleges of Teacher Education and of college teachers through Academic staff colleges. The massive investment is expected to build the quality of education personal. But actual quality improvement will depend upon the quality of inservice programmes.

**Key words:** Quality Development, Teacher Education, NPE

**INTRODUCTION**

Among the factors which contribute to the quality of inservice training, the most important are adequacy of infrastructural facilities, availability of necessary equipment, and appropriateness of the content, materials, instructional and approaches and methodology of training competency of resource personnel. NPE (1986) has suggested a variety of steps to improve the status of teachers with effective teacher accountability. The following are the findings suggested steps, which need discussion for practical purpose

**INVOLVEMENT OF TEACHERS IN THE PLANNING AND MANAGEMENT OF EDUCATION**

Preparation of code of professional ethics for teachers and ensuring that they perform their duties in accordance with acceptable norms, and Creation of opportunities and an atmosphere to promote autonomy and innovation among teachers. In this regard, Indian Association of Teacher Educators (IATF) in coordination with the National Council of Teacher Education (NCTE) can play a vital role to ensure visualized status of teachers with effective teacher accountability.

In 1972 UNESCO declared 21 principles for Learning to be and learning society. Emerging Indian society should be a learning society and all those principles are relevant for this society as well.

Following programmes can bring a desired change in educational system for quality development in service Educational programme.

**COURSE CONTENT**

The appropriateness of the important aspect on which the quality of the programmes rests if it is not appropriate, objectives of the programme cannot be realised.

To improve the Training, the teachers were asked to give suggestions to improve the quality of training. The teachers have suggested that training should be organized in schools for better participation. The subject should not be dealt hurriedly instead it should be discussed thoroughly. Child psychology should also be taught for dealing with the children in an appropriate manner.

Besides this, joyful learning, playway methods, use of blackboard and regular assignments also improve the quality of training.

**Table 1:** Suggestions to Improve the Quality of Training

S.No.	Suggestions	No. of Teachers	%
1	Joyful Learning	35	27.56
2	Training to be Provided in the Schools	40	31.50
3	Talented Persons should be the Resource persons	60	47.24
4	Child Psychology should be taught	36	28.35
5	More no. of Training	26	20.47
6	Playway Method	34	26.77
7	Regular Assignments	16	12.60
8	Use of Blackboard	39	30.71
9	Detail discussion on the sub.	54	42.52

### IMPLICATIONS

The following interventions are needed to improve the quality of training. The buildings with adequate facilities are needed to be constructed at BRC or venue of the training. The buildings should have facilities or toilets, both for male and females, library facility, water facility, adequate furnitures, blackboards and sufficient rooms for seminars and group discussions. The learning materials need to be supplied to the teachers before coming to the training programme for better participation and learning.

The Resource Persons are to be provided training for handling the equipments like video, overhead projector and television in order to transact the curriculum through these technological aids.

The content of the course needs to be improved and it should be prepared on the basis of needs of the teachers. The modules are to be developed accordingly. Besides lecture methods, more emphasis is needed on activity based method, play way method, self study, field study and group work for transacting the curriculum effectively and efficiently. The relevant methods should be used according to requirement of the curricular areas. Competent Resource Persons should be employed during training programme for improving the quality of the programme. The management of the course needs improvement. The modules need to be discussed in detail during the programme. Emphasis should be laid on joyful learning for better involvement, participation and learning among the teachers.

1. Seminar
2. Workshop
3. Training
4. Discussion
5. Symposium
6. Brain storming etc.

The competency based teacher education programme should aim at improving the achievement levels of students. Competency based teacher education (CBTE) programme should make teachers discharge their duties efficiently for achieving success in providing quality education. It should also enhance the teaching skills of teachers. It is expected to formulate the various inputs for providing effective training programme should be based on policy recommendations and based on principles for learning society and teacher's role as mentioned earlier. Additionally, it should also incorporate elements from gradual progressive knowledge base and local needs and aspirations.

The effectiveness of teacher education programme would largely depend upon the effectiveness of teacher-educators, who are expected to implement the various recommendations, reforms. It is therefore, essential for them to make themselves aware of the recent developments in the field. This calls for an effective approach on the part of teacher-educators. Very often people are puzzled with a question- what is an effective method of teaching which moulds and guides learners for proper development of their talents.

**EFFECTIVE TEACHING**

Effective teaching relies on diverse theoretical knowledge including psychology, sociology and philosophy and operates as a specific type of mediating link between theory and practice. One of the major aspects of effective teaching is that it relies on accumulated knowledge and experience in resolving contradictions that may emerge between existing sum of theoretical concepts and actual needs.

In fact there should not be any prescription as such for teaching and there should not be any feeling that a particular method of teaching is the best method of teaching, because teaching method which is appropriate in one environment/ situation may hardly be applicable to another situation. Therefore a teacher is required to evolve or select a teaching method befitting to the particular learning environment and educational needs of learners. Perhaps it will be an effective method of teaching. The products of colleges of teacher education should be able to understand the concept and to gain mastery of different components of effective teaching.

**PGP VERSUS EDP FORMATS**

However, the major problem is in the workshop format, delivery in particular. Almost invariably, the inservice education programs adopt PGP (Post-graduate Program) format. This format is characterized by series of lectures on various topics not necessarily related to one another intended to enhance the knowledge of the participants. The pedagogical assumption, if any, behind PSP is sketching on the tabula rasa or even sustainable in actual postgraduate programs. This format is adopted not because of any conviction, but this is what is known to universities; for their major base of experience is teaching undergraduate and postgraduate classes.

The right format for staff development is the EDP (Executive Development Program) format. This format is extensively used in management development in the corporate sector. In the EDP, the development or training goals are set jointly by the trainers and trainees through a process of negotiation and contracting. The EDP focus is on skill development and experiential learning through a wide range of methodologies like role play, 'simulations, games, case studies, group problem solving, cooperative learning projects etc compared to pre-dominance of lecturing in the PSP format.

In the EDP format, because of emphasis on simulations and experiential learning with practical exercises, sessions are long - three to four hours at a stretch on the same themes with physical time-breaks for tea/ coffee. Also, the EDPs and the sessions therein are usually conducted by a team of 3/4 specialized staff remain, with the participants, throughout the duration of the program. It is not uncommon to find the teammates differing in their views in presence of the participants. For adult learners, this provides a healthy example of academic differences, and is actually a part of training. The long and variegated exposure of the trainees to the expert faculty team provide both continuity and affective influence. EDP format, hence, makes significant demand on the faculty quality. Besides that the faculty has to survive for all the days of the workshop, they have to be effective communicators and versatile to hold the interests of the participants for long hours. They need meticulous plan and divide time between inputs and participant activities.

**CONCLUSION**

NCERT hosts annual, meetings of SCERTS; UGC and NIEPA have been hosting annual meetings of the academic staff colleges. They do serve useful purposes in sharing information and stock taking. If inservice education has to mean business, it would be necessary to provide professional training to the directors and faculty members of the inservice training institutions on workshop design and andragogy of staff development in education. Many of the managers of inservice education are quite satisfied with the state of the art; no use the victim of self-fulfilling prophecy. The issue of professionalization of inservice education needs serious consideration, lest the intellectual, emotional and financial investments in this area also become infructuous.

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