UNIT 7 TEACHER DEVELOPMENT

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7.1 INTRODUCTION

In the past, several people have felt that teachers are born and not made. There is some justification for such a belief. Any person, who had the gift of fluency and eloquence, could easily read, explain and interpret anything to his audience with certain amount of conviction and persuasion. It was easy in those days to appear knowledgeable and scholarly in quite a number of areas. But in these days, the situation has undergone complete transformation. Mere eloquence and the ability to explain do not make an effective teacher. Much more is expected of a teacher today than a few decades ago.

Apart from knowing the aims and objects of education, he must have an understanding of basic principles of child growth and development and of the processes by which a child learns. He should have the ability to plan and present his subject matter in a manner which arouses the interest, sense of purpose and thought processes of the pupils. He has to have adequate knowledge of the methods of presenting knowledge which will evoke lively cooperation and thoughtful understanding among his pupils. He has to create opportunities for his pupils so that they develop worthwhile interests, participate in recreational activities and possess a sense of responsibility.

Knowledge, skills and attitudes needed to perform all these tasks may not come to a person spontaneously or easily. Unless he has been adequately trained, he would not be in a position to carry out effectively all the tasks expected of teacher. Hence, a person who intends to be a teacher needs to undergo rigorous training not only before joining the profession but also throughout his career as a teacher.

7.2 OBJECTIVES

After having studied this unit, you will be able to:

- state some of the important reasons that necessitate training of teachers;
- spell out various personal qualities as well as professional competencies required to be an effective and efficient teacher;
• explain the rationale as to the necessity of the different phases of training such as pre-service, induction, and inservice training;
• explain some of the processes involved in various phases of training of teachers; and
• name and explain some of the modalities that are generally being employed in the development of teachers.

7.3 NEED FOR DEVELOPMENT OF TEACHERS

Teachers occupy a pivotal position in any nation as it is they who prepare the citizens of tomorrow. While the quality of nation depends to a great extent on the quality of schools, the efficiency and effectiveness of schools lies in the hands of teachers. If teachers are trained for the job they are supposed to do, they will be in a position to educate pupils placed in their charge.

Earlier in many traditional societies, there was very little being taught by way of formal education. Education, if it did exist, was in the form of a symbiotic process. Boys picked up knowledge and skills from their fathers in the very process of living together. Similarly, girls learned from their mothers such skills as cooking, child rearing, etc. Later, when education came to be regarded more as an accomplishment rather than a necessity, in some traditional societies, teaching became hereditary in nature. Traditionally, it was the Brahmin's who took to teaching. Never did teaching then occupy such crucial roles as it does today nor was the act of teaching as complex as we see it today. Education remained confined to certain sections and was imparted on almost one to one basis. In due course, formal education system emerged in the form of Gurukulas and universities like Nalanda and Takshshila in India and in others parts of the world.

Even during most of the 19th century, schooling was somewhat narrow in scope and a teacher's role was rather simple compared to later eras. Basic literacy and number skills were the primary goals of 19th century education for the people at large with the curriculum dominated by what we today call as the three Rs, viz. reading, writing and arithmetic. A large majority of the people were not required to attend school and those who did so remained there for relatively brief periods of time. Professional training of teachers was not deemed important or necessary; nor was it considered to lead to a career.

The early 20th Century saw a sudden spurt in the spread of education and its objectives and with it teachers' roles took an added dimension. The goals of education gradually moved beyond the narrow purposes of basic literacy and number skills and came to include health, command of fundamental processes, worthy use of leisure, development of character, etc. All these made a teacher's task more and more complex and greater awareness and competencies came to be seen as pre-requisites for being a teacher.

Today more than ever before, teachers are expected to have adequate knowledge and to use this knowledge in their day-to-day instruction. Teacher training should ensure that teachers fulfil the requirement of at least a minimum of the knowledge base as a pre-requisite before certifying the individual's competence to teach.

Societal and national expectations of educators are quite high. The demands on teachers are so varied that they often find it difficult to meet the needs of pupils coming from various socio-cultural backgrounds. Over-crowded classrooms, availability of multiplicity of techniques, methods and approaches, possibilities of an infinite number of modes and media, etc. have in their own way contributed toward making teaching more difficult.

Modern society needs schools staffed with expert teachers to provide instruction and take care of children. In our society teachers are now being accorded professional status. As experts and professionals, they are expected to use the most effective practices to help students learn essential skills and attitudes. It is no longer sufficient for teachers to be warm, and loving towards children; nor is it sufficient for them to employ teaching practices based solely on intuition, personal preferences or conventional wisdom. Contemporary teachers are held
accountable for using teaching practices that have been shown to be effective just as members
of other professions like medicine, law and architecture are expected to have acceptable
standards of performance.

Teachers should not only possess the requisite mastery of knowledge but should also have the
necessary competencies in selecting effective instructional systems, in devising and implementing
teaching strategies and in utilizing effective audio-visual aids for facilitating student learning.

They should be able to provide remedial and compensatory teaching. They should be able to
communicate with students clearly and precisely, to identify student concerns and needs and to
maintain favourable and co-operative interaction with them. Similarly, a teacher of today
needs to pick up the art of motivating and inspiring pupils for good performance through
proper feedback, reinforcement and rewards.

In addition to the above competencies, the present day teacher is expected to exploit different
human, material and community resources to create a productive classroom atmosphere through
careful planning, to promote a proper classroom climate setting - serious, relaxed or enjoyable
— as the situation demands. He should also know how to structure his teaching in relation to
pupils whom he is teaching, curriculum that he is transacting, resources available and teaching
methods that encourage learning by doing rather than by listening.

Apart from intellectual development of the pupils, as we have already noted, a teacher is also
expected to promote vocational spiritual and moral well being of the pupils. Society expects
students to develop among other things, interests, values and attitudes. Since these affective
attributes are more often imbibed rather than taught, there is a need on the part of an
individual who aspires to be a teacher, to know the ways through which such affective attributes
can be developed among the pupils.

The present education system with continued emphasis on non-formal, distance, and open
learning, expects of the present day teachers the ability to prepare auto-instructional materials
and modules, that would promote self-learning on the part of the pupils. Hence, it is expected
that every prospective teacher should know about learning and learning theories, about methods,
strategies and styles of teaching, about management aspects such as decisions making, planning,
etc. and about techniques of observation, assessment and evaluation. Only when teachers
possess these and other competencies and skills, will they be able to render their services
adequately.

From the above discussion, you now know that development of teachers is needed because:

- Teachers' task has become complex.
- Competencies and skills needed for a teacher have been identified.
- Deeper understanding of knowledge base helps teacher in his/her tasks.
- Societal and national expectations of education are increasing and teaching has acquired
  a professional status.
- Teachers are expected to know how to obtain and use community resources in education.

7.4 PERSONAL AND PROFESSIONAL DEVELOPMENT
OF TEACHERS

We have already seen that the present day teacher needs systematic training to be effective. He
is increasingly expected to be a kind of omnibus person at a time when all other professions
are becoming more specialized in their operation. For example, some professions like those of
lawyers, doctors and engineers have a distinct and limited role while a teacher is expected to
do indulge in a number of diverse activities as part of his/her profession. A teacher is concerned
not only with the intellectual development of his students but also with their moral, emotional,
civic, aesthetic and even career development. Thus, a teacher's task has become a challenging
one. To be a good teacher, an individual should have a number of qualities of heart and head.
An ideal teacher (of course, if such a one could exist) should have the character of a ‘Sanyasi’, the knowledge and skills of an expert and the ability to apply them with the sensitivity and feeling of an artist.

All these show that a teacher, to be effective, should develop several personal qualities and professional competencies. In this part of the unit let us discuss to some extent some aspects of the issues concerning personal and professional development of teachers.

### 7.4.1 Personal Qualities

We have already stated that to be effective and efficient, a teacher requires a number of personal as well as professional qualities. Let us have a look at some of the personal qualities that go towards making an effective teacher.

Every one expects a teacher to have a sound value system. If a teacher is lazy and lacks enthusiasm and the will to do hard-work, he cannot be expected to inculcate these values in pupils. Pupils are keen observers. They are intelligent enough to observe discrepancies between what a teacher preaches and how he actually behaves. If a teacher smokes, he has no right to advise his pupils to avoid smoking. Similarly, if he is dishonest and avoids his duties, he has no right to advise his pupils to be honest and sincere. Values like honesty, truthfulness, loyalty, punctuality, cleanliness, dedication, affection, etc. are imbibed, often through observation of others’ behaviours rather than taught. This means that a teacher has to stand as a model for his pupil so as to provide a lasting and inspiring example if ever they are to have in them these qualities of personality and character.

### Activity

We have already noted that teachers in general need certain values or positive character traits to be effective. Since you as an individual have had several years of schooling in the past, you could re-collect some of your teachers who impressed you. Recall and write down in the space provided below some of these personal qualities and values they exhibited:

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Your list of traits or values, among others, will probably include such qualities as affection, kindness, love, concern, understanding, sincerity, cooperation, dedication, humour etc.

### Affection

Affection, as you know, is one of the basic traits that a teacher needs to have. We do not expect every teacher to be as knowledgeable as Einstein nor do we expect him or her the dedication that we find in Florence Nightingale. However, everyone of us expects a certain amount of affection in every teacher. In fact, there is no human being on earth who does not crave affection from those around, especially from parents and teachers. Just as a mother pours forth her affection on her child, a teacher should show love and concern for his pupils. In the absence of affection we as teacher cannot make our pupils feel wanted and accepted. If they feel that they are unwanted and not accepted fully their minds would be clouded with sad thoughts which will prompt them to be indifferent to activities going on in the classroom. Non-participation leads to poor performance and poor performance to withdrawal from the system etc.

### Empathy

Empathy is another great virtue that you as a teacher will need to possess. This quality will enable you to feel concerned with your pupils’ problems and the efforts they make to cope with them. This quality, would enable you to understand your pupils better both emotionally as well
as intellectually. To see the world through a child's eye, you need a lot of emotional flexibility. Empathy will enable you to be judicious, impartial and objective. It will engender in you the requisite understanding to avoid stereotyping and prejudices and treat all pupils with equanimity irrespective of the background from which they come. In addition, empathy will create in you a better awareness of the functioning of a child's mind which in turn would permit you to avoid the use of words that insult and actions that hurt.

Concern and Commitment

Genuine concern and commitment to the tasks are other two qualities that we expect in teachers generally. You should be as dedicated and concerned about the development of your pupils as their parents generally are and try to do all within your ability to see that they are given a opportunity for their growth and development. You should remember that improvement seldom occurs spontaneously. More often it is attained through deliberate effort. To reach a child's mind, you must capture his heart. Only when a child feels right, he can think right. Therefore, if you want to improve your relations with children, you need to unlearn your habitual language of rejection and acquire a new language of acceptance. The way you talk to a child reveals how you feel about him/her. If made without thinking, your statements can affect his self-esteem and self-worth. If you are genuinely dedicated and concerned with the growth of your pupil, you will try to eradicate the inconsistencies in your talk that tells a child to distrust his perception, prevents him to discuss his feelings and creates doubt in him. In so far as possible, you should avoid blaming and shaming, ordering and bossing, and ridiculing and belittling your pupils. Only with genuine concern and commitment to their welfare you can achieve this.
Again, if you are genuinely interested in the well being of your pupils, you need to be authentic, genuine and sincere. You have no right to preach patience, when you are impatient. You do not have to demonstrate hypocrisy by acting nice, when you feel nasty. If you are enlightened, if you have proper awareness about yourself and your pupils, you do not have to be afraid of your anger or impatience provided that you have learnt to express them without doing damage. What you need to master here is the art of expressing anger without being insulting. You should not offend him nor his family. You should not come out with gloomy warnings and predictions about his failure. It would be damaging to children to predict where they would end up. Therefore, as a teacher, you need to pick up the secret as to how to be authentic and genuine even when you feel differently.

Humour

An element of humour is a good trait in a teacher. When we combine elements in a way that is different, unexpected and incongruous, we wind up with humour. You, as a teacher should develop the ability to play spontaneously with ideas, concepts and relationships. Similarly, you should have the ability to juggle elements into impossible juxtapositions and express the ridiculous. All these can bring in an atmosphere of humour in the classroom. A joke here or a witty utterance there can make your pupils feel happy and dispel the monotony. It can arouse laughter or a smile on their lips, which could make their mind lighter. Humour, thus, can turn out to be a good tool in the hands of an enlightened teacher. With it, he can make a classroom come alive and create a relaxed atmosphere in it. However, care should be taken to see that humour in not at the expense of any individual student. Don’t hurt children inadvertently. Avoid sarcasm. There is no place for disparaging remarks in teacher pupil communication. Bear in mind that a teacher’s role is to heal, not to injure. You should shun any comments that hamper a child’s self-esteem.

Other Characteristics

To be effective, a teacher needs a certain amount of personal values like cleanliness, punctuality, honesty etc. This does not mean that we expect teacher to be as pious and honest as Buddha or Mahavir. However, the presence of such values in a teacher would enable him transmit them to his pupils just like a lamp that lights another lamp into equal brightness. Hence, you need to have these traits so that you can inspire your pupils to be honest, punctual, truthful, etc. Mercy can be taught only mercifully. Aesthetics cannot be taught unesthetically. Similarly, kindness, honesty, truthfulness, etc. are learnt from people who reflect these virtues in their interactions. You cannot teach virtues through lecturing just as swimming and peddling a bicycle cannot be taught through it. They are learnt through experience. It takes a virtuous teacher to inspire his pupils to these values.

In this section of the unit we have noted that several personal qualities like affection, empathy, concern, dedication, humour, etc. are needed in a teacher to be effective. We have also seen that most of these traits or qualities are not taught but developed. The truth being so, every teacher including those in the process of becoming teachers make a conscious effort to acquire more and more of these traits so that they would continue to be more efficient and effective.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. Some of the personal qualities required in a teacher to be effective are:

   i) ________________________   ii) ________________________

   iii) ________________________   iv) ________________________
2. Write in 5-6 lines as to how you can acquire these personal qualities.

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7.4.2 Professional Development of Teachers

We have already noted that a teacher requires several personal traits as well as professional competencies to do his job successfully. In the preceding section, we discussed at some length various personal traits or qualities that helps a teacher in his/her job. Now, let us proceed to examine some of the professional competencies required of a teacher to be effective.

As a teacher you require a certain amount of teaching competencies such as the capacity to plan instructional sessions, to prepare appropriate instructional material, to conduct group and individualized instruction, and to assess student progress. Similarly, you should have sufficient ability in diagnostic and evaluation skills such as ability to gather and analyse data related to student behaviour, to design, develop and administer appropriate instruments to measure student development and the ability to interpret objectively the findings obtained through the use of such tools. He should also have the required communications skills, etc.

You have now some idea as to what we mean by professional skills required of a teacher. Teachers need skills to carry out their various tasks at school. Note down in the space provided below some of those skills or competencies which you think important for teachers.

The following professional skills are necessary for a teacher to be effective:

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8. .................................................................................................................................

Your list, among others, might include such professional skills as planning and preparation of classroom instruction, classroom management, teaching techniques, guiding pupils, evaluating pupil progress, contact with parents, etc.

In the first place, to be an effective teacher, you should have knowledge (conceptual skills) especially in the subjects for which you are appointed as a teacher. If you lack competence in the discipline, you cannot face your students with confidence and motivate them to learn the required concepts, skills and attitudes. Hence the first thing required of a teacher is to have a knowledge base pertaining to his/her field of specialization. In case you find yourself lacking
in the expected content mastery, efforts should be made to pick up the basic content knowledge at the earliest. Apart from this basic knowledge base you are expected to have knowledge of the methods and media, of pupils and their characteristics, of educational objectives etc. The more you are well-versed in various elements of the knowledge base, the greater is the possibility that you will be able to handle various tasks related to your job as a teacher.

Knowledge of the discipline-and related areas would alone not enable one to be effective. Along with this, a teacher is expected to develop certain amount of professional skills such as planning, preparation, behaviour interventions and instruction. You should be in a position to carry out instruction in accordance with the specific needs of students. You should also be able to select effective instructional systems and use adequate audio-visual aids. It is also expected of you to facilitate student learning by using precise, remedial, compensatory and realistic teaching techniques. You should be able to communicate in a variety of media such as discussion and debate, drawings on the chalkboard, interviewing, questioning, explaining clearly, etc. Through the ability of asking lower, middle, and higher order questions as the occasion demands, you are expected to involve pupils in discussion leading to discovery. In addition, you are also expected to design proper instructional programmes both for purposes of exposition as well as for supplementation.

Another professional competency expected of the teacher is a certain amount of interpersonal skills. As a teacher, you should develop the ability to communicate with your students clearly and precisely, to identify student concern and needs, to respond to students with an open and stable attitude, to demonstrate self-confidence in dealing with them and to interact with them in ways that are adaptable. Thus, by dealing with them kindly, effectively and fairly, you should be in a position to develop their strong confidence in you.

Organizational competency is yet another asset of a teacher. As a teacher, you should be able to manage the material resources available in your classroom and plan and utilize different equipment. Your awareness of group dynamics helps you to a great extent in the management of a classroom. Your familiarity with individualized, group as well as teacher centered techniques of instructions will facilitate your work. In addition, you are expected to develop expertise in handling library resources such as use of dictionaries, encyclopedia, library catalogues, atlases, maps, etc. Above all these you should be good at such information gathering skills as interviewing, note-taking, using reference materials, etc.

The ability to inspire and motivate his/her pupils is another great asset of a teacher. As a teacher you should know that a major obstacle to learning is fear - fear of failure, fear of criticism and fear of appearing stupid. A teacher should learn to tolerate mistakes. It should be taken as a conscious attempt on the part of a student towards learning. Instead of chiding a student, the teacher should try to find out strong points in each student and give them the required opportunity and motivation to promote their growth and development. Only through such exposure and motivation, will you be able to lead them to self-actualization.

In addition to all these competencies, a teacher should also possess a certain amount of diagnostic and evaluative skills. He/she should have the ability to gather data related to student behaviour, analyze student misbehaviour in a classroom and identify the causes of such misbehaviour. Further he should be able to assess a student's personal history and identify his behavioural characteristics. Similarly, a teacher should also have the ability to design, develop and administer appropriate instruments to measure student achievements and interpret objectively the findings obtained through the use of such instruments.

In short, we could say that to be a teacher, an individual has to develop several personal qualities as well as professional competencies. All these, we cannot expect a person to develop automatically. In fact, he/she needs to be trained so that he develops the required awareness, knowledge, skills and attitudes to be effective as a teacher.
7.5 TRAINING OF TEACHERS

In the preceding sections of this unit, we have noted that to be an effective teacher, an individual has to develop several personal qualities and professional competencies. These competencies, as we have noted, are too many and too complex to be acquired by a teacher on his own. An individual who wishes to be a teacher needs to be trained not only initially but also from time to time so that he/she will keep himself abreast. Teacher education, therefore, is perceived as a continuous process which consists of three distinct and closely interrelated consecutive stages. These stages are as follows:

i) Pre-service training

ii) Induction

iii) Inservice training

All these phases occupy an important position in the continuous teaching activity of a teacher and hence none can be dispensed with.

Let us now take up each of these phases one by one and discuss in some detail the objectives and processes involving each of these phases.

7.5.1 Pre-service Training

This phase of training generally refers to academic terms of study in a university level institution with a period of education, generally lasting for a year. It consists of a combined or alternative studies of the theory and practice of teaching with elements of psychology, educational philosophy and sociology of education and some helpful instruction about teaching of certain specific subjects. In short, this phase of training exposes the teacher to psychological, sociological, philosophical and technological aspects and principles related to education. This part of the training is carried out with a view to developing in him a basic insight into the professional and some key skills required for various teaching-learning tasks.

Pre-service training courses are usually provided in a teacher’s college where a student is introduced to the knowledge and skills needed to do a professional job in teaching. Here trainees are introduced to principles underlying teaching such as the aims of education, curriculum, nature and characteristics of child development, methods of teaching and learning and resources on which pupils and teachers can draw for the purpose of teaching and learning.

Objectives of Pre-service Training

We have seen that pre-service training is a sort of an education of an individual by way of preparing him for taking up the job of teaching. Now, let us proceed to see what generally are the main objectives of pre-service training. Some of the main objectives are as follows:

- To provide the would be teacher with proper understanding regarding the aims and objectives of education.
- To promote in prospective teachers a proper understanding of the basic principles of child growth, development and processes by which pupils learn.
- To enable them to plan and present subject matter in a manner which will promote the interest, sense of purpose and an understanding processes of pupil growth.
- To develop communication and psychomotor skills and abilities conducive to human relations for interacting with children in order to promote learning in them both inside and outside the classroom.
- To develop understanding, interests, attitudes and skills which would enable him promote all-round development of children under his/her care.

Pre-service training consists of both theory and practice. A teacher educator usually employs lectures, discussion and demonstration for the purpose of imparting information and knowledge
to teacher trainees. The theory seeks to provide trainees with required philosophical, psychological and sociological as well as methodological aspects related to education. Along with theoretical training, trainees are also given the required practical training so as to equip them with the ability to prepare assignments for pupils to work on, to design various testing tools scientifically, to prepare low cost teaching aids, charts or sketches as aids to their teaching and to prepare instructional materials for their pupils. Trainees are initially given an orientation, pertaining to these aspects which later on are followed by workshops in which trainees are literally made to do such tasks.

Practice teaching is the most vital and crucial ingredient of these training. Training pertaining to teaching is generally carried out in three phases. The first is the knowledge acquisition phase in which trainees are told that teaching consists of a large number of skills. This phase is followed by the skills acquisition phase in which the trainees initially develop various skills such as introducing a lesson, questioning, probing, illustration, bringing in stimulus variation, achieving closure, etc. Trainees generally acquire these skills in simulated situations in which one of the trainees plays the role of a teacher while others play the role of pupils. Each teaching session is followed by feedback session in which practitioners are given required suggestion for improvement both by the supervisor as well as the peer group who act as pupils. This mode of picking up that skill is continued till every trainee gets sufficient mastery in them. This skills acquisition phase is followed by skills transfer phase which puts the trainees in an classroom situation.

In the course of the year of pre-service training, teacher trainees pick up the required knowledge, skills, and attitudes required for taking up the job of a teacher.

7.5.2 Induction Phase

This phase of training is designed to make newly appointed teachers familiar with the practices and activities of the institution where they are appointed. Induction training is usually identified with the period of probation. It is meant to help a teacher gain better understanding of classroom realities and become familiar with tricks of the trade. The induction phase usually attempts:

- to acquaint a new teacher with school organization and its policy;
- to acquaint him with general and specific duties and responsibilities;
- to inform him about equipment, materials and facilities available in the institution; and
- to provide him help in the conduct of various recreational and social activities.

In short, induction is the preparation required to equip a new member of the staff for the duties and responsibilities of his/her specific initial assignment. If done systematically, it can serve several purposes. It can provide a new teacher with the required knowledge, understanding and skill necessary to begin and help him develop right values towards the school and his new job. Further, the new teacher’s realization that school is concerned about his success and welfare can boost his morale. Proper induction also benefits a school as it paves the way for proper and full utilization of the teacher’s abilities. A new teacher who begins his job with necessary knowledge, understanding and skills and with a high moral will be able to devote his/her full energy to his/her duties in hand as he/she does not have to waste his time hunting for information or resorting to trial and error.

7.5.3 Inservice Training

The third phase of teacher education is continuous inservice training. This phase is expected to be the longest and relatively more important. The initial training is only meant to supply a teacher with a ‘license’ for teaching and provides him access to the career of a teacher. However, it provides only the basic minimum knowledge and teaching skills required for the profession. But to continue working effectively, a teacher requires continuous personal and professional renewal in knowledge and teaching skills and redirection of tasks and expertise as the changing society necessitates. Hence, every teacher needs to pursue training beyond his/her initial certification.
We have already seen that inservice training is unquestionably an issue that every teacher needs to pursue. Therefore, no teacher should and would not be satisfied with the initial and induction training that he has received. He requires inservice training to move forward in expertise and specialization. It is also required to equip a teacher with competencies required for taking up new responsibilities. Let us now try to put down the various purposes for which teachers need to undergo inservice training. The major purposes may be thought of as under:

- To provide adequate professional training for effective teaching.
- To keep teachers abreast of new developments in the profession.
- To upgrade academic qualifications of teachers.
- To develop skills and attitudes responsive to emerging national development goals and programmes.
- To develop necessary skills and attitudes to enable them to be effective change agents in the community.
- To disseminate specific information and undertake educational innovations, such as curriculum change, SUPW, population education, etc.
- To find solutions for the problems encountered while functioning in a school.

Inservice education or training of teachers while in jobs is essential for helping them to teach pupils more effectively for continuing professional growth of teachers and for helping teachers absorb and adjust to change and innovative approaches.

The new dimensions of teacher's role arising out of policy thrusts necessitates inservice education for teachers so that they can understand the nature of proposed reforms and be able to implement them properly. Education system has to be geared to changing demands of the society. No system of education, however comprehensive in content and form, can meet these changing demands, unless a teacher, who is main agent is fully equipped with academic and professional competency.

### 7.6 DIFFERENT MODALITIES OF INSERVICE TRAINING

Inservice training, as already noted, is a lifelong process in which a teacher is constantly learning and adapting to new challenges of his job. A variety of modalities or methods are at present being used for this purpose. Perhaps, a look at some of these modalities will be of most importance for us as they would provide us with some awareness as to how a teacher can keep himself alive to the situations that he/she has to confront in his day-to-day professional life.

#### 7.6.1 Auto-instructional Methods

One of the modalities that a teacher could use for this purpose is to have recourse to auto-instructional methods or reading of professional literature. Much of the information, understanding and skills required of a teacher could be picked up through self-directed activities such as reading books and articles on education. There is a considerable body of ever growing educational literature, which can never be neglected by teachers desirous of improving their teaching potentialities. Most problems which confront teachers elsewhere may concern you also as a teacher. Usually there is an article or a book, and in some cases many, which contain some solutions others have found feasible. Hence professional materials should be regarded and consulted as resources of high priority to improve teaching. Teachers seeking to get materials concerning particular problems need to know the usual sources for identifying pertinent writings and to have access to these sources. During pre-service training, a trainee should be given the opportunity to learn skill, locate periodical literature, research studies and other sources. Educational journals will be one source of educational information. They should also be trained to use bibliographies appearing in recent books or other publications to identify additional materials.
In case your school library contains self-learning materials, programmed instructional materials, modules, etc. related to your profession, you can use them to learn without much dependence on teacher educators. The NCERT has, for example, brought out a few books and a couple of inservice teacher education packages. Such materials are prepared keeping specific needs of teachers in view. The advantage of such materials is that teachers themselves can get enriched on their own with little intervention by outside agencies.

7.6.2 Workshops

Workshops have been found to be another effective mode of training teachers while in-service. By participating in them they can gather, apart from the required theoretical knowledge, practical experience with regard to problems that they face. Workshops, first introduced by the Progressive Educational Association at Ohio State University in 1936, have now turned out to be a very powerful, popular and common modes of various types of educational study, especially for solving problems connected with instruction.

Workshops are generally organized when an organization is confronted with certain instructional problems. When it seeks to solve such problems through workshops, it has to find the required resources such as consultants, materials etc. in terms of the problems in hand. The organizers of a workshop generally plan a variety of activities to provide both the breadth of learning experiences and full opportunity for intensive work on selected problems. A workshop also provides for considerable activities for small groups constituted around certain unifying factors such as common interests, mutuality of problems, etc. so as to facilitate discussion, planning and problem-solving activities. Often the organization and schedule of workshop is maintained on a flexible basis so as to make provision for meeting and other activities which might not have been anticipated in advance.
In general, we can say that the workshop is as good as or even better than any other mode in providing teachers with potentiality to solve their problems faced during instruction. Its main advantage, probably, is the relatively relaxed opportunity for extended and intensive study and discussion, the homogeneity of the people and problems and the active participation in planning of those participating in it.

### 7.6.3 Professional Meetings, Seminars, Conferences, Panel Discussions and Other Study Programmes

Other modalities that are commonly used by organizations are professional meetings, seminars, conferences, panel discussion, etc. These provide worthwhile inservice education opportunities to their group members. By holding small group meetings around specific problems, clinics, demonstrations, seminars etc. these centers should help teachers in their quest for improving teaching. The ideas, insights and skills gained through such sessions can provide teachers with ample scope for trying out innovative activities in their own classrooms.

Seminar is generally used as one of the common devices by organizations connected with education to impart information regarding specific topics. A seminar may either take the form of a small group discussion session followed by the presentation of a paper or a lead lecture, or a short course or conference of a number of session with a high degree of participation and discussion between experts and participants. Such discussion not only provides the participants with required knowledge and insight but also an opportunity for clarification of doubts.

Panel discussion is yet another device that could profitably be used for orientation purposes. In this mode, a panel of experts will first present their own thinking on selected aspects of a problem to be followed by questions from the audience and responses by panel members. This is a fine way of providing information and knowledge pertaining to a problem of common concern to teachers.

The school system can thus use these or other types of meetings and discussions to provide specific help on instructional problems. One-day institute on general or specific teaching problems, clinical problems of pupils, demonstrations with learners, exhibitions of teacher prepared teaching aids or instructional materials, etc. are other examples of the kinds of programme that school system could provide to their teachers to make them enriched in their profession. Their programmes may concentrate to give help on systemic or school related problems such as reporting to parents, using local resources for guidance of pupils etc.

All such programmes can be made profitable to teachers in improving their quality of teaching if they are organised in a permissive atmosphere where participants are given optimum opportunity to share their problems, feelings and even their contribution and experimentations and if the organizers make adequate provision for availability of human and material resources.

### Check Your Progress

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

3. What are the benefits that a teacher derives from the induction phase of teacher training (Answer in 3 or 4 sentences).

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4. State any four reasons as to why inservice training is very important:

   i) ..................................................  ii) ..................................................

   ii) ..................................................  iv) ..................................................

   iii) ..................................................

   iv) ..................................................
5. Name any five modalities that could be used for imparting inservice training.
   i) ____________________________ ii) ____________________________
   iii) ____________________________ iv) ____________________________
   v) ____________________________

7.6.4 University Courses

At present a wide variety of courses for teachers is available. Many open universities, central institutes and teacher education centers in our country offer several such certificate and diploma courses such as Diploma Course in Creative Writing, Diploma Course in Teaching of English, Diploma Course in Distance Education, etc. Since these courses are mostly run by non-formal agencies, teacher can join these courses while they are employed. Such courses usually supply standard self-instructional materials. Radio and television broadcasts, content programmes, etc. usually supplement such materials. Teacher should take advantage of such courses and try to enrich their knowledge base as well as instructional competencies through them.

In short, a teacher has several modalities available for enriching his/her career as a teacher. Self-study courses, correspondence courses, exposure to professional literature promoters of innovation and experimentation, conferences, seminars, workshops are some of them. We, as teachers, have a moral obligation to work for better teaching throughout our professional career. What is needed is the motivation and desire to excel in the profession.

7.7 LET US SUM UP

The main point under discussion in this unit is the development of teachers. Training of teachers is inevitable as the destiny and prosperity of the nation lie in the type of education being imparted to the new generation. The quality of teachers, therefore, is of vital importance. A teacher needs to develop several personal qualities as well as professional skills to do his/her job effectively. These qualities and skills cannot be developed by teachers on their own. They need to be trained. The training of a teacher may be perceived in terms of three phases, namely (i) pre-service (ii) induction and (iii) inservice. The pre-service training is meant to provide a teacher with the license required for taking up a job as a teacher. The induction helps him get acclimatized to the specific teaching-learning situation in an institution. The inservice phase of training helps him acquire expertise and specialisation needed for carrying out the new responsibilities. A number of modalities such as seminars, workshops etc. are being used for the purpose of providing teachers with the required knowledge, competencies and attitudes needed for carrying out instruction in accordance with the changing needs of the time.

7.8 UNIT-END ACTIVITY

1. Visit a school or two in your neighbourhood and have a discussion with some of the teachers there. Find out the problems they face while teaching and the way they try to solve them. Also find out the different modalities they use for the attainment of their personal and professional growth.

7.9 ANSWERS TO CHECK YOUR PROGRESS

1. i) Affection ii) Empathy iii) Concern
   iv) Commitment v) Humour vi) Punctuality
   vii) Honesty vii) Cleanliness ix) Dedications
   x) Enthusiasm, etc.
2. The teacher should pose as role model who reflects these values. Values are caught rather than taught. When the pupils find that their teacher processes these values, they will begin to value, accept and internalize these qualities. Forced values make not much imprast. Therefore, teachers should not try impose them an their pupils.

3. i) Teacher becomes familiar with the organization its policies.
   ii) Teacher becomes acquainted with his/her general and specific duties and responsibilities.
   iii) Teacher becomes familiar with equipment, materials and other facilities available in the organization
   iv) It would enable him or her to carry out various educational activities with ease and comfort.

4. i) to keep teacher abreast of new developments
   ii) to upgrade academic qualifications of teachers
   iii) to develop skills and attitudes responsive to emerging national development foals and programmes
   iv) to provide adequate professional training for effective teaching.

5. i) Auto-instructional methods
   ii) Professional meetings
   iii) Seminars
   iv) Conferences
   iv) Panel discussions.

7.10 SUGGESTED READINGS


