

CHAPTER - VIPLANNING TEACHER EDUCATION

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CHAPTER - VIPLANNING TEACHER EDUCATION6.1 Importance of Professional Training

Although 'teaching' is the oldest and the largest profession in the world it is also the most neglected and least appreciated one in many parts of the developing world.

The fact that teaching is basic to all the other professions is hardly recognised even in the educated circle. Very few rightly regard it as the "Mother of professions", but many consider it as "anybody's cup of tea". It is a common knowledge that very often advice is freely dished out to many a school teacher as "how to teach" not only by subject experts and other educationalists but even by non-specialised individuals and un-informed parents, and yet, none dare tell a medical professional or a surgeon how to operate or an electrical engineer what to do with an electric motor which does not function properly.

This approach towards the teaching profession is probably created by the erroneous belief of the past that

'teaching' was an occupation which could be handled by anyone who was familiar with the subject matter, he or she was required to teach. There are people who entertain such an idea even to-day and consider the professional training of teachers as unnecessary and superfluous. According to them knowing the subject is all that matters for they feel that methods and techniques of teaching automatically reveal themselves as and when the person begins to impart instruction to the students.

This lukewarm attitude shown towards the need for professional training of school teachers has in fact encouraged the better qualified candidates to join more lucrative professions leaving only the residual to join the school staff and that too without any professional training.

However, with the advancement of time and tremendous progress made through research study in pedagogy, education and other allied fields, many people, all over the world, have come to realize the true meaning and significance of professional training and its genuine need to the school teacher whose job it is, not only to impart instruction in the classroom but also to educate the child according to his individual needs and interests and help him to develop various aspects of his personality so that he may be able to

live in the world as an efficient and a contributory member of the human society.

Therefore, the activities of a contemporary teacher are no longer limited to the provision of the three 'Rs' as in the past, but have in fact spread far and wide to embrace almost every aspect of the child's personality development and balanced growth.

A teacher of to-day is not only supposed to respond equally well to each student, regardless of the student's background but he is also expected to find out "where the child is" and from that point lead him to utilize his capacities to the full extent. The modern teacher is not only supposed to relate the curriculum to the child but also find ways to transform the subject into a sound value system in keeping with the needs of the world of to-day as well as those of to-morrow.

A contemporary teacher is supposed to act as a "change agent" providing the student not only with the promise of a better life but he is also expected to equip the child with the skills he needs in a dynamic society in which the only consistency appears to be the in-consistency. Therefore a teacher of to-day has to satisfy not only the needs

interests and aspirations of the individual child but also those of the society around him.

Hence, it is obvious that a teacher has a very significant role to play not only to satisfy the challenges of the modern world but also to contribute in the development and prosperity of his nation. In order to emphasize this very point, the Education Commission of 1964-66 perhaps began its magnanimous report with the observation that "the destiny of India is now being shaped in her classrooms". Adding further that "on the quality and the number of persons coming out of our schools and colleges will depend our success in the great enterprize of national re-construction whose principal objective is to raise the standard of living of our people". Through these remarks the Education Commission (1964-66) perhaps paid the greatest compliment of all to the teaching community of India by virtually recommending that the future of the nation be entrusted into the hands of its teaching community - a community which for a long time has had a "Cindrella" treatment both from the Government and the society in general.

If India is to achieve her national goals and objectives using Education as a major instrument of social, economics and political change, then her success must obviously depend

upon the quality and the quantity of the produce that comes out of her classrooms. Therefore, in order to guarantee the high standard of the quality of this produce it becomes necessary to ensure that all school teachers are well qualified and adequately trained for the job they are expected to do. However, one cannot possibly have competent and efficient teachers without first ascertaining that the teacher educators are themselves competent and efficient teachers, well qualified and professionally prepared for the most important job of training the school teachers. The Mukerji Committee emphasizing the need and importance of training teacher educators observed that "adequate academic and professional preparation of teacher educators is the necessary pre-requisite for the success of any programme of teacher education"¹⁶ and indeed of any educational programme geared to bring about national reconstruction through education.

Therefore there seems to be hardly any doubt about the need and importance of professional training of Teacher Educators in general and school teachers in particular if the destiny of India is to be left in the hands of the

16 NCERT, Report of the Committee to Evolve Syllabi for Elementary Teacher Education, (Delhi : Government of India, 1965), p. 152.

teaching community. Teachers being the key element in the educational process, the education of the school teachers becomes a critical necessity, for upon their quality, more than any other factor, would depend the quality of instruction and education in general that is made available in schools and other educational institutions.

Hence it is of utmost importance to ensure that school teachers are able persons, well prepared, capable of realising full responsibility of their power and willing to maintain a continuous growth of professional competence so that they may be able to shoulder the heavy responsibility of shaping the destiny of the nation and carry out their functions most efficiently and effectively.

However, it will be difficult to achieve these goals unless all teachers are well qualified and adequately trained for the job. It will therefore be necessary to appraise the present situation in respect of professional training in general and pre-service training needs in particular of the school teachers in Goa.

6.2 Pre-service Training needs of School Teachers in Goa

As mentioned earlier, the over-emphasis of expansion needs of school education in Goa, immediately after the

liberation of the territory, brought about a rapid growth of school facilities all over the territory, creating a great shortage of trained teachers. As a result, many of the schools in Goa, even to-day have a good number of untrained teachers on their staff.

According to the present study there are 2249 untrained teachers in Goa, as on September 30, 1976. More than 66% of this number teach in primary schools situated mainly in rural areas of Goa. Little over 25% of the number are Government employed but the majority of them are engaged by non-Government private agencies. Sexwise the number of women teachers exceeds the number of untrained male teachers only by three percent.

The majority of the untrained teachers teach at the lower primary level followed by the upper primary level and then by the lower secondary level. There is not a single untrained teacher at the higher secondary level in Goa.

Although there are four teacher training institutions in Goa their total output of about four hundred teachers per year does not seem to be good enough to enable them to clear the present backlog of untrained teachers even in a period of five years.

There is only one institution in Goa which conducts a B.Ed. degree course for about 100 secondary school teachers per year. The same institution also conducts a one year diploma course for about 40 primary school teachers. The other three institutions conduct a two year diploma course for about 260 primary school teachers. All the four Teacher Training institutions are co-educational and only one of them is under Government management.

Ironically all the four Teacher Training institutions, which are supposed to cater for the pre-service training needs of prospective teachers, have in fact been providing a kind of in-service training, over the past few years, to the teachers already serving in various schools in Goa.

Under a Government Scheme, the admission to all the teacher training institutions are in a sense indirectly controlled by the Director of Education who selects the candidates strictly on the basis of their teaching experience.

In the year 1975-76 the minimum teaching experience needed to become eligible for admission in the Secondary Training College, was quoted as "four years and eight months". In other words these candidates had to wait, almost five years, for their turn to be admitted for a pre-service training course to help them with the job they had been attempting

to do, during the past few years of waiting for their turn to come.

Unfortunately, no attempt has yet been made by any scholar, to fathom out the effect of this situation on the teaching profession in general and school achievement in particular, although some pointers like poor performance at S.S.C. examinations, increase in the number of the so called "educated unemployed", etc., have long been surfaced.

In any event, the present situation of untrained teachers, serving in different schools in Goa needs to be resolved as quickly as possible so as to avoid further deterioration of the educational standard in Goa.

Early clearance of the backlog of untrained teachers will also help the teacher training institutions to attract fresh graduates for secondary teacher training courses and new entrants to the primary teacher training colleges, so that after their pre-service training they will be able to join the teaching profession with better confidence, genuine enthusiasm and professional commitment to carry out their functions most efficiently and effectively with zeal and appropriate concern for the future of the students they are expected to teach.

Hence there seems to be a need to prepare a Perspective Plan to cater for the pre-service training needs of school teachers as well as to clear the backlog of untrained teachers at all stages of school education in Goa.

6.3 Perspective Plan for Pre-service Training and clearance of the backlog of untrained teachers in Goa

As indicated earlier, as on September 30, 1976, there were 7628 school teachers in Goa out of which 2249 were untrained. Out of the total number of 5592 primary teachers, 1733 were untrained and out of 2036 secondary teachers, 516 were untrained.

If all the untrained teachers at primary as well as at secondary level were to be given professional training using the facilities presently made available in Goa it seems it would need at least five years to complete and clear the backlog alone and that too on the assumption that no other untrained teacher will be engaged during the five years period under reference.

Hence it seems virtually impossible to devise any practical plan which will help to eliminate even only the backlog of untrained teachers within the remaining two years of the "Fifth Five Year Plan" as originally intended.

However, under the present circumstances, it is felt necessary to extend the plan period to cover the 'Sixth Five Year Plan' so that a more practical and feasible scheme may be proposed as indicated in Table LVIII.

According to the 'Perspective Plan' shown in Table LVIII, there is a need to provide professional training for 4219 school teachers, within a period of seven years, at an average rate of 603 teachers per year, with a view to clear the backlog of all the untrained teachers in Goa.

Considering the case of primary teachers alone the number in need of professional training is 3327, made up of 1733 untrained teachers representing the present backlog, 1398 new teachers needed for the proposed development Plan for school education in Goa calculated @ 25% of the total work-force and 196 additional teachers needed to replace the number leaving the service due to retirement, etc., calculated at the rate of .5% of the total work force presently engaged.

In the same manner, 70 additional teachers, representing .5% of the total work-force of secondary teachers and 306 new teachers required for the proposed expansion programme calculated @ 15% of the total work force, are also added to the present backlog of 516 untrained secondary school teachers

TABLE LVIII

PERSPECTIVE PLAN FOR PRE-SERVICE TRAINING AND CLEARANCE OF THE
BACKLOG OF UNTRAINED TEACHERS IN GOA WITHIN A PERIOD OF SEVEN YEARS

Sr. No.	School stage	Teachers in need of Professional Training					Teacher Training Institutions	
		Present backlog of un- trained teachers	Additional staff needed		Total No. of Teach- ers in need of training	Average No. of teachers required to be trained per year	Maximum yearly output	Need to increase yearly output by
			For school expansion programme	For repla- cement of staff due to retire- ment etc.				
1	Primary	1733	1398	196	3327	475	300	58%
2	Secondary	516	306	70	892	128	100	28%
3	All stages	2249	1704	266	4219	603	400	51%

in Goa, bringing the total number to 892 teachers in need of professional training.

Accordingly arrangements will have to be made to provide professional training to 475 primary and 128 secondary teachers per year until the end of the Sixth Five Year Plan.

Hence there seems to be a need to increase the present yearly output of the teacher training institutions in Goa by about 58% in the case of institutions for primary teachers and by about 28% in the case of secondary teachers.

The teacher training institution which presently caters for secondary school teachers as well as the primary school teachers in Goa, does have the necessary physical amenities for increased output and could easily absorb the additional facilities needed for training not only all the secondary school teachers but also about 34% of the vacancies needed for primary teacher preparation.

The balance of 66% could then be equally distributed among the three remaining primary teacher training institutions in the territory.

Under this approach the existing institutions with increased enrollment are supposed to clear the backlog and

also provide additional trained teachers.

A second approach is a crash programme to clear the backlog of untrained teachers in the shortest possible time. This is training through correspondence. Correspondence education for preparing teachers has come to stay in India. Mysore University, Bangalore University, the four regional colleges, of the NCERT and a couple of other universities have developed fairly good correspondence lessons for preparing teachers.

To clear the backlog of teachers at primary and secondary level, a consortium of the four teacher training institutions may be formed to provide correspondence teacher education using already developed correspondence lessons of other universities. This would help clear the backlog of secondary and primary teachers in a period of two years. This correspondence programme will be correspondence-cum-summer course programme. If this is accepted, the expansion needs of the existing teacher training institutions will be marginal.

However, the problem of teacher education in Goa cannot end with planning for pre-service training of school teachers. The in-service training needs of school teachers are equally important.

6.4 Importance of In-service training of School Teachers

Teaching like any other profession needs pre-service training without which it is difficult for the teachers to carry out their multifarious duties with appropriate zeal, confidence and efficiency. However, this does not mean that pre-service training prepares a person, once for all, to be an efficient and effective teacher throughout his teaching career.

Pre-service training provides the teacher with the necessary background and the minimum professional skill needed. However, it cannot anticipate all the problems and experiences, an individual will face in this dynamic society and rapidly changing world of knowledge. Preservice training merely provides the initial "knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience"¹⁷. It does not by itself produce an excellent teacher, however excellent the programme of teacher training may be. His efficiency can only be increased and

¹⁷ Ministry of Education, Report of the Secondary Education Commission, 1952-53; (Delhi : Government of India Press, 1962), p.137

his effectiveness can only be maintained through experience critically analysed and through individual and group efforts at improving the professional competence. Hence, a continuous, well planned programme of in-service training is essential for the professional growth of School teachers at all levels of school education.

However, professional growth is not the only purpose of in-service training for school teachers. There are various other reasons as well. Education being an integral force in our social order cannot be dished out as an isolated entity. It must reflect the changing needs, interests and aspirations of our dynamic society. Hence a school teacher, who has a substantial role to play to make this change effective, must necessarily accept the responsibility by being conversant with the social and economic problems of the time. Obviously, this makes it necessary to provide him with various opportunities to keep himself updated through specially designed in-service training programmes. The continuing cultural and social changes also create a need for curriculum change, which in turn demands a dynamic school programme for the benefit of keeping the children abreast of the changing times. Hence there is a need to keep the teacher well informed of the changing needs, interests and aspirations of the society around him.

These and other factors like the knowledge explosion with its ever expanding subject matter knowledge, the necessity to have clear understanding of the new approaches and techniques in teaching, the need to possess skill in providing for individual differences among pupils and such other factors makes the task of a contemporary teacher very complex, highly skilled and critical, demanding in turn that the teacher be kept constantly updated through a systematically planned programme of in-service training during his teaching career.

The in-service training programme is not a substitute by any means for some other programme but is an essential feature of the overall teacher preparation since it provides the necessary impetus to school teachers not only to expand their knowledge, but also to acquire maturity in their professional growth.

In-service training being an integral part of the overall teacher education programme, it becomes as important as the pre-service training itself. It provides the teacher with an opportunity to increase his efficiency and effectiveness in the classroom by keeping himself abreast of the latest information and techniques developed through research and advancement of subject matter as well as the human relationship and behaviour.

In other words in-service training helps the teacher realize that good and useful knowledge can only be imparted from a running stream and not from a stagnant pool.

A competent teacher being a growing teacher, is in need of in-service training because it is an essential ingredient in his professional growth without which he becomes like a blunt knife, who, having lost its original purpose only displays its ornamental value and gathers rust and dust in the classroom.

In order to be efficient and continue to be effective, a conscientious teacher never ceases to learn for he has to keep abreast of the latest developments in his field and endeavour to feed the students with the best of knowledge and information available to date. A good teacher therefore, continues to be a good learner, and in-service training helps him to do just that. In-service training programme helps him to continue to increase his efficiency and improve his effectiveness in the classroom as he glides along through years of experience.

Therefore, there is no need to emphasise any further the importance of in-service training to school teachers, which is presently recognised all over the world, as a great

step forward, in the improvement of the quality of education in general and school education in particular. Hence it will be worthwhile to find out what the general situation is at present in Goa and what the needs of school teachers are in respect of their in-service training.

6.5 In-service Training needs of School Teachers in Goa

School teachers in Goa, like teachers in any other place in India and in the world, cannot be expected to increase their efficiency and maintain their effectiveness for long, without providing adequate facilities for in-service training at regular intervals, in keeping with the needs and interests of an individual teacher.

Unfortunately in Goa, there seems to be no special arrangement to provide regular in-service training to school teachers, at any level of school education, although there is an urgent need for it specially because of the deteriorating situation created by the backlog of untrained teachers all over the territory.

These untrained teachers, who are presently carrying out their duties, probably in the manner they themselves were taught in their own school days are in great need of in-service training and guidance, for they are the victims

of the circumstances of the situation and are there, for no fault of theirs, and possibly managing in the best way they can.

Since these untrained teachers are likely to continue in the service until their turn comes to be given professional training of a 'pre-service nature' in the form of 'in-service training', some other arrangement definitely needs to be made to provide them with short-term courses which will help them to be more effective and less damaging to the cause of the children they are expected to teach in Goa.

However, the untrained teachers are not the only ones who need in-service training in Goa, particularly in view of the fact that the introduction of the new approach to the teaching of Mathematics, Science education, etc., has not made much of a headway. Besides this, the introduction of work-experience in all stages of school education demands special orientation to be given to all the teachers concerned. Again, the introduction of the new pattern of 10 + 2 + 3 system throughout the territory does not mean a mere structural change as understood by many of the teachers in Goa. What is important is the content and the manner of approach that is envisaged in the structural change which

helps to relate education to national development and bring about the necessary social and economic change. Hence there is a need to make the teachers conversant with the idea through an orientation programme.

In view of the fact that the quality of school education has generally deteriorated owing to the rapid expansion of primary education in Goa, a provision for a systematic in-service training programme for all teachers becomes an absolute necessity. Hence it was felt necessary to investigate the matter further with the help of a Questionnaire, as shown in Appendix A, administered to about fifty respondents selected at random from the specific field of primary and secondary education. A detailed account of the responses, expressing the needs and problems, connected with the in-service training of school teachers in Goa, is given in Chapter IV.

As pointed out earlier, the analysis of the responses, clearly indicates that a large majority of the respondents believe that there is at present, an urgent need for an in-service training programme for school teachers in Goa.

The majority of the respondents also specified four different areas in need of in-service training in the following order of priority:

- (1) To provide orientation-cum-content courses in the recently upgraded and freshly introduced subjects, like Work-experience, New Approach to science teaching, etc., in the school curriculum of Goa.
- (2) To familiarize school teachers in Goa with the latest development in Theory and Practice of Education as well as to revise and improve their knowledge of the subject matter.
- (3) To improve the academic-cum-professional qualifications of School teachers in Goa particularly of those with the minimum or lower qualifications.
- (4) To provide short-term courses to help the untrained teachers serving in different schools in Goa.

The analysis of the responses also indicated that the majority of the respondents are of the opinion that a separate arrangement, to organise and conduct the in-service training programme for school teachers in Goa, is absolutely necessary in view of the massive work involved.

Regarding the issue as to who should administer the in-service training programme in Goa, the opinion appears to be almost equally divided between those who think it should be a co-ordinated effort of different agencies and the others who support the idea of establishing a special in-service training centre to deal with all matters connected with the in-service training needs of school teachers in Goa.

Irrespective as to who administers the in-service training programme for school teachers in Goa, there is a need to prepare a tentative schedule in order to ensure the participation of every teacher in the in-service training programme at least once in a period of five years.

6.6 Preparation of a Tentative Schedule for In-service Training of School Teachers in Goa

According to the present study, the total number of school teachers engaged in various schools of Goa is 7628, out of which 5592 are primary teachers and 2036 are secondary. Out of the total number of 5592 primary teachers, 3700 teach at the lower primary level and 1892 at the upper primary. Out of the total number of 2036 secondary teachers, 1920 teach at the lower secondary level and 116 at the higher secondary.

Since all these teachers are in need of in-service training their regular participation obviously needs to be assured. Hence there seems to be a need to prepare a Tentative Schedule in order to ensure regular participation of every teacher, in the in-service training programme of school teachers in Goa, at least once in a period of five years.

However, before preparing a Tentative Schedule, it was felt necessary to increase the present number of school teachers by 25% in the case of primary teachers and by 15% in the case of secondary teachers so as to make a fair allowance for the expansion programme of school development in Goa as proposed earlier in Chapter V of this study.

Taking into account the additional staff needed, the number of primary school teachers will have to be increased to 6990 and that of secondary school teachers to 2342, thus raising the total number of school teachers, in need of in-service training in Goa to 9332. Accordingly, a Tentative Schedule was prepared, as indicated in Table LIX.

In view of the proposals contained in the Tentative Schedule shown in Table LIX, it appears a provision will have to be made for regular in-service training facilities

TABLE LIX

TENTATIVE SCHEDULE FOR IN-SERVICE TRAINING OF
SCHOOL TEACHERS IN GOA FOR A FIVE YEAR PERIOD
CYCLE.

Sr. No.	School Stage	Estimated number of School Teachers in need of In-service Training in Goa.			
		Existing No. of school Teachers	Additional No. of school teachers needed for expansion programme.	Estimated over- all total no. of school teachers in Goa.	Average No. of school teachers re- quired to be trained per year.
1.	Primary	5592	1398	6990	1398
2.	Secondary	2036	306	2342	469
3.	All stages	7628	1704	9332	1867

to be made available, on an yearly average, to at least 1398 primary teachers and 469 secondary teachers, in order to ensure participation of every teacher in the in-service training programme for school teachers in Goa, at least once in a period of five years.

The in-service training of primary teachers could be conducted by the State Institute of Education through correspondence and short term courses with the cooperation of the existing primary teacher education institutions in Goa.

With regard to the in-service education of secondary teachers the State Institute of Education should also establish a separate wing at Nirmala Institute of Education, where the services of the other liberal colleges of Arts and Sciences could also be coordinated in order to help with the content matter of various subjects.
