A STUDY OF PRE SERVICE TEACHER TRAINING

Mr Satish Kumar & Ms. Ramandeep Kaur
Assistant Professor Faculty of Education
Desh Bhagat University, Mandi Gobindgarh.
ap3.education@deshbhagatuniversity.in

Abstract

Teacher is called a Creature of the Universe. Education is a purposeful activity that aimed at transmitting knowledge, fostering skills and developing character traits. Its aims may include the development of understanding, rationality, kindness, and honesty. Today, educational goals increasingly encompass new ideas including blended learning, which is a combination of teacher instruction, online learning, and student wellbeing, skills needed for modern society, empathy, and complex vocational skills. Pre-Service Teacher Training is given by National Council for Teacher Education. It includes B.ED, E T T and B A B ED/B Sc. B Ed. The quality of education depends more upon the quality of the teachers. Quality of teachers in turn depends upon the Quality of teacher education. Hence, the one and the only one way to produce quality teachers could be through the teacher education where quality is of paramount importance and every effort is made positively. Teacher education means: Teaching Skills + Pedagogical Theory + Professionals Skill. It is the backbone of the nation with the necessary skill to shape the next generation. It is crucial for ensuring quality of education in a where maximum diverse culture. In today's scenario Pre-Service Teacher Training is play a vital role in shaping the future of next generation.

Introduction

Pre Service Teacher education is the education and Training provided to students teacher before they have undertaken any teaching. In 1963, the National Council of Educational Research and Training launched pre-service teacher training program through this integrated B.A./B.Sc. and B.Ed. course meant for school leavers along with a 1-year B.Ed. for graduates in its four Regional Colleges of Education. The concurrent model for secondary school teacher training could not even draw the attention of the governments of the states in which these colleges are located. In spite of the efforts of the central government to bring uniformity, after-school education came under the concurrent list of the constitution of India, could not be successful. The complexity found in the school system is also reflected in the teacher education system. Central government schemes to improve quality of a certain number of state government teacher training colleges could not succeed. Transferring the task of controlling curricula for secondary school teacher training from state governments to universities also did not succeed, as some universities utilized B.Ed. courses for untrained teachers as a source of revenue generation. The Indian central government tried to regulate teacher education by having a statutory body-National Council for Teacher Education. This body increased the duration of the B.Ed. course through correspondence to 2 years, while face to face mode B.Ed. course continued to be of 1 year duration. In 2014, this body replaced 1 year B.Ed. course by 2 year B.Ed. course without increasing appropriate duration of B.Ed. correspondence (distance mode) course. The new education policy of 2020 has suggested implementing a 1-year B.Ed. course for postgraduates to be delivered by multidisciplinary institutions. The policy has made the future teacher education scenario more complicated by hoping that by 2030 all teacher training shall be provided through integrated teacher training programs.

Objectives of Pre Service Teacher Education

I. To Improve the quality of Pedagogical Knowledge
II. To take accountability for levels of learning and act accordingly NCTE.
III. To capable of handling the contemporary problems of education.
IV. To meet the need of diverse learning.

Importance of Pre Service Teacher Education

- Foundation of Quality Education: Teachers are instrumental in shaping the intellectual and moral fabric of society. Effective teacher education ensures that educators are skilled in pedagogy, curriculum delivery, and student engagement.
- Adapting to Changing Needs: With advancements in technology, globalization, and changing societal needs, teachers require continuous training to stay updated with modern teaching practices.
- Policy Implementation: Teachers are the implementers of educational policies. Their training

directly affects how policies translate into classroom practices.

- Building Future Generations: Well-trained teachers are essential for nurturing critical thinking, creativity, and values among students, thereby shaping a progressive and innovative society.

Aim of NEP to Support and Nurture Teachers

NEP showcases incredible potential in supporting and nurturing teachers from the grassroots level. The major policy concerning teachers in this section includes teacher empowerment platforms and activities.

Continuous support and essential nurturing activities will help the implementation and impact of teacher training reach the roots level in most remote places. The training schedule includes preparation, recruitment, classroom activities and professional development programs.

Preparation

The planning, preparation and execution procedure for NEP 2020 starts from the grassroots levels and works effectively in providing empowerment to the professional staff in the division. They will have to learn a whole lot of concerns and challenges and come up with ideal solution proposals as part of the teacher training programs.

Recruitment

According to the NEP guidelines, teacher recruitment would require a minimum educational qualification of four years under the integrated B.Ed. scheme. Teaching Eligibility Tests' will matter greatly for realising your maximum potential and increasing the hiring chances.

In The Classroom

During training and while teaching, teachers will play a significant role in the classroom segments. As per NEP guidelines, teachers will have to follow numerous factors and active elements to create space for becoming role model teachers and support persons.

Professional Development

The NEP system is responsible for improving the personal and professional quality of teachers with supporting development potential. Factors that create an effective value in empowering the teaching profession are quality control, accountability and the level of quality, respect, dignity and autonomy that a teacher could muster in their career span.

Continuous Professional Development & Improving Standards

CPD (Continuous Professional Development) is an active part of the NEP system. It helps teachers train more professionally and play an engaging role in improving the speciality services associated with the overall development process.

Initiatives for Capacity Building of Teachers

Various initiatives are detailed in the NEP system to support the capacity building of teachers. The idea of capacity building is to develop a culture that is strictly rooted in the value of shared learning. Under the NEP system, capacity building methods are participatory.

It helps identify the potential skill set and possible building blocks that exist in an individual teaching professional and works analytically in completing those identified blocks. Initiatives include training sessions, assessment and observation, assessment to need and assets, capacity development response, evaluation and engagement and stakeholder development.

Ensure Capacity Building at All Levels

The peak ways of ensuring capacity building at all levels are the provision of a minimum of 50 hours of CPD for teachers annually, mentoring support and systemic collaboration, NISHTHA principles and customized training modules.

Minimum 50 Hours of CPD per Year for Heads and Teachers

As part of professional development techniques, a minimum of 50 hours of CPD for heads and teachers is needed yearly. This would continue as a life-long process during their teaching careers and applies to drive their self-interests too.

Mentoring of Teachers

Capable mentor support should be given to the teachers to help them develop their skills and hone them to match the academic environment in that they are supposed to

play a thriving role. Experienced experts with a whole host of skills should join in creating value for the teacher training programs.

NISHTHA Needs to be Compulsorily Completed by All Teachers

National Initiative for School Heads' and Teachers' Holistic Advancement is an initiative by the NCERT entity to aid in capacity building for both teachers and principals/school heads. The program can be implemented from the elementary stage itself with full support given to improving the quality of school education and curriculum development.

NISHTHA training includes four program levels, including elementary and secondary levels. In elementary level, 18 online courses are available. For elementary level, twelve generic courses are available along with one pedagogy level course.

The NEP 2020 pedagogical structure for school education follows a 5+3+3+4 curricular format, replacing the earlier 10+2 curricula. There will be a foundational stage in the pre-schooling section (anganwadi). This is followed by preparatory stage, middle stage and secondary stage. The corresponding age groups in this pedagogical structure are 3-8, 8-11, 11-14 and 14-18.

Training for Teachers

Many tutorial training programs and research and report activities are available in the teacher training domain. These modules can be implemented wholly or according to the specific skill that the candidate is supposed to learn to aid in their personal and professional development.

Challenges Faced by Teachers

1. Understanding the Syllabus: Switching to an entirely new syllabus can be challenging for teachers. This would increase the need for extensive pre-class preparation.

2. Teacher Training: The availability of quality teacher training programs and trainers is not optimum. Allotting separate time and resources beyond regular work hours can also be a challenge.

3. Curriculum and Resources: Lack of clearly defined curriculums and teacher resources can affect the quality of teaching.

4. Technological Integration: Lack of technological know-how and relying on unreliable material available online can stand in the way of imparting learning.

5. Work-Life Balance: Maintaining a healthy work-life balance is challenging for many teachers. Creating course material, engaging students and adopting to new technology can be time-consuming and stressful.

6. Social and Co-Curricular Activities: Planning and Integrating skill development activities and engaging children in co-curricular activities can be difficult.

7. School Reforms and Organizational Support: Lack of infrastructure, school management support, getting parent consent and setting new evaluation practices can affect effectiveness.

References

Adigun, O. T. (2021). Inclusive education among pre-service teachers from Nigeria and South Africa: A comparative cross-sectional study. Cogent Education, 8(1), 1930491.

Aldosari, M.S. (2022). Factors affecting middle school teachers' attitudes toward the inclusion of students with disabilities. Frontiers in Psychology, 13, 853696.

Alhammadi, M. M. (2024). Assessing the efficiency of teacher education program in Emirati university for preparing pre-service teachers for inclusive education. Cogent Education, 11(1), 2369966.

AlMahdi, O., & Bukamal, H. (2019). Pre-service teachers' attitudes toward inclusive education during their studies in Bahrain Teachers College. Sage Open, 9(3), 2158244019865772.

Alnahdi, G.H. & Schwab, S. (2021). Special education major or attitudes to predict teachers' self-efficacy for teaching in inclusive education. Frontiers in Psychology, 12, 680909.

Arnaiz Sanchez, P., de Haro-Rodriquez, R., & Maldonado Martinez, R. (2019). Barriers to student learning and participation in an inclusive school as perceived by future education professionals. Journal of New Approaches in Educational Research (NAER

Journal), 8(1), 18-24, University of Alicante. Retrieved from https://learntechlib.org/p/207145/.

Boyle, C., Anderson, J., & Allen, K. (2020). The Importance of Teacher Attitudes to Inclusive Education. DOI: 10.1163/9789004431171_008.

Capulong, J. (2018). Assessing the preparedness of Filipino teachers for inclusive education. Journal of Education and Learning, 12(3), 456-467.

Cerna, L., et al. (2021). Promoting inclusive education for diverse societies: A conceptual framework. OECD Education Working Papers, No. 260, OECD Publishing, Paris. https://doi.org/10.1787/94ab68c6-en.

Department of Education. (2017). Philippine professional standards for teachers. [Online]. Retrieved from https://bit.ly/DepEd_PPST.

Forlin, C., & Sin, K.F. (2017). In-service teacher training for inclusion. In G. W. Noblit (Ed.), Oxford research encyclopedia of education. https://10.1093/acrefore/9780190264093.013.161.

Forlin, C., Earle, C., Loreman, T., & Sharma, U. (2011). The Sentiments, Attitudes, and Concerns about Inclusive Education Revised (SACIE-R) Scale for Measuring Pre-Service Teachers' Perceptions about Inclusion. Exceptionality Education International, 21(3), 50-65.

Fosnot, C. T. (2013). Constructivism: Theory, perspectives, and practice. Teachers College Press.

Gilor, O., & Katz, M. (2018). From normalisation to inclusion: Effects on pre-service teachers' willingness to teach in inclusive classes. International Journal of Inclusive Education, 25(4), 466-481. https://doi.org/10.1080/13603116.2018.1559365.

Lancaster, J., & Bain, A. (2020). Teacher preparation and the inclusive practice of pre-service teachers: A comparative follow-up study. International Journal of Inclusive Education, 24(12), 1311-1325.

Love, H.R. & Horn, E. (2021). Definition, context, quality: Current issues in research examining high-quality inclusive education. Topics in Early Childhood Special Education, 40(4), 204-216. https://doi.org/10.1177/0271121419846342.

MacDonald, C. (2015). Teacher efficacy: Moving towards inclusive practices. MUN Research Repository. https://research.library.mun.ca/11654/1/thesis.pdf.

Makoelle, T. M., & Burmistrova, V. (2021). Teacher education and inclusive education in Kazakhstan. International Journal of Inclusive Education, 1-17.

Massouti, A. (2021). Pre-Service Teachers' Perspectives on Their Preparation for Inclusive Teaching: Implications for Organizational Change in Teacher Education. Canadian Journal for the Scholarship of Teaching and Learning, 12(1), n1.

Maulida, R., Atika, I. N., & Kawai, N. (2020). The pre-service teachers' attitudes towards inclusive education: An empirical study in Yogyakarta City, Indonesia. Discourse and Communication for Sustainable Education, 11(1), 65-73.

Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal design for learning: Theory and practice. CAST Professional Publishing.

Mouchritsa, M., Romero, A., Garay, U., & Kazanopoulos, S. (2022). Teachers' attitudes towards inclusive education at Greek secondary education schools. Educational Sciences, 12(404), 1-18.

Navarro-Mateu, D., Franco-Ochoa, J., Valero-Moreno, S., & Prado-Gascó, V. (2020). Attitudes, sentiments, and concerns about inclusive education of teachers and teaching students in Spain. Frontiers in Psychology, 11, 501109.

Onyishi, C.N. & Sefotho, M.M. (2020). Teachers' perspectives on the use of differentiated instruction in inclusive classrooms: Implication for teacher education. International Journal of Higher Education, 9(6), 136-145. https://doi.org/10.5430/ijhe.v9n6p136.

Park, M.-H., Dimitrov, D. M., Das, A., & Gichuru, M. (2016). The Teacher Efficacy for Inclusive Practices (TEIP) Scale: Dimensionality and Factor Structure. Journal of Research in Special Educational Needs, 16(1), 2-12. Retrieved from https://bit.ly/Teacher_Efficacy_for_Inclusive_Practices.

Piaget, J. (1954). The construction of reality in the child. Basic Books.

Pov, S., Kawai, N., & Nov, S. (2024). Preparing pre-service teachers to work in Cambodian inclusive classrooms: Knowledge, experience, and attitudes toward inclusion. Teaching and Teacher Education, 137, 104402.