



IN-SERVICE TEACHER EDUCATION HEIGHTENS THE QUALITY OF FUTURISTIC TEACHERS

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Abstract

Education is the manifestation which already exists in man is stated by swami Vivekanand. All things are within in we only need to polish them with great values. In today's world of competition every field requires opportunity and challenges to bring the drastic change in one. Same like we recognize that there are real challenges facing teacher education in India. Quality has to be maintained by our own efforts. In- service is one of the ways to have such changes in us. Continuous learning is essential in order to improve the quality of teachers and educational system. As learning is a lifelong process for everyone especially for the futuristic teachers who are motivating the new generation of the education field. The author would like to throw light on how much in-service programme is essential and made the differences in field of education. It also enhances the view of the readers in sense of knowledge growth, professional growth, and socioeconomic growth of education field.

Key words: *In- service, futuristic teachers, knowledge growth, professional growth, and socioeconomic growth*



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Introduction:

Today's world is the world of globalization where everyone is trying to make the quality in their thinking, in their behavior, in their life styles. It is very much important to add the qualities in the education which directly deals with their state of quality. All initiatives in curriculum, whether of the whole curriculum, special inputs in specific subject areas or infusing new social concerns, have been implemented through the renewal or up-gradation in the knowledge and practice of teachers already in school. A study style which helps to acquire the basic improvement in their habitual things. In these entire circles teacher plays very much vital role to improve the qualities of the upcoming holders. Teachers are the back born in this procedure of creative adaptation of the challenges. For the improving of the qualities of education we need to concentrate on the teacher education and educating institutes where such institutes provides the training to brush up edges of all corners. Such training has divide into two sessions known as Pre-Service and In-Service. Pre service plays main role of preparing the updating teachers in case of in-service it helps to role of implementation of pre-planned activities. In today's 21st century the Science and technology to prepare generations who are universal, critical, and creative and who have firm identities with their socio-cultural background. However, a realistic approach to in-service teacher

training programme should consider that teachers are ordinary human beings with their virtues, defects, duties, and rights.

Meaning and concept of In-service:

- ***Dictionary of Pedagogy Prucha, Walterova and Mares (1995)-***

Relates the notion of in-service training mainly to potential forms and targets, defining its Education of teachers in course of their professional career materialized in a wide range of organizational forms (guidance of new teachers in practice, training, learning material preparation of educational innovations and reforms, preparation for specialized projects, functional study, re-qualification study, specialist courses...etc).

- In General, in-service teacher training can be defined as “structured activities designed exclusively or primarily to improve professional performance.

The above two definitions leads towards the meaning of activities and courses which are organized for the benefit of practicing teachers for improving competency and providing professional growth.

Why it is necessary to enhance the qualities of teacher Educators?

Quality is ghostly term where it very difficult to explain it in words. But whenever we talk about it in-service plays crucial role. In-service training provides teachers with opportunities to learn specific skills, techniques and new instructional approaches. They are necessary to enhance because

- ✚ To post the qualitative feedback for improvement in teaching.
- ✚ To promoting the futuristic teachers through updating and over meeting technology, pedagogical streams, knowledge.
- ✚ To meet the teachers with innovative techniques and tools into teaching.
- ✚ To apply the practical informational areas into actual classroom with professional outlook.
- ✚ To proposing the opportunities for the teachers for all round development.

Positive factors of in-service for futuristic education:

- ✚ It helps to focus of the areas where it is actually live.
- ✚ It affects to improve the professional competency of the teachers.
- ✚ It generalizes the qualities to highlight it into teaching part.
- ✚ It helps to acquire the bringing and updating changes into teachers, peers groups, small academic groups and institutions.
- ✚ It motivates for the all round development and fulfillment of results.

Barriers in the way of providing teacher education for futuristic Education:

Every side has its two way of thinking sometimes it leads to positive and sometimes it moves to negative. Though it has positive the in-service has the positive impression but when it actually come about its implementation it need to go through certain limitations.

- ✚ Inadequate facilities which provided to the teachers in training.
- ✚ Duration of workshops and seminars.
- ✚ Time management.
- ✚ Unsuccessful fulfillment of objectives of curriculum and syllabus.
- ✚ Problems based on administrative areas
- ✚ Insufficient Economical funds.
- ✚ Lack of follow up programme.

Overlook of in-service programme in our India:

Committees	Stated reports
Education Policy (1913)	I. The expansion and improvement of primary education and also recommended in-service education for village teachers. II. Increase in the quality rather than the quantity of the teachers at the primary level.
Hartog Committee Report (1929)	I. Training as well as in-service education of primary teachers. II. Improved salaries for teachers, improvement of curricula, progress in in-service education, and tutorial work.
University Education Commission Report (1949)	I. The scheme of refresher courses may become a real success, the authorities of schools and intermediate colleges and the government education departments should make certified attendance at university refresher courses.
Secondary Education Commission Report (1952-53)	I. Excellent the programme of teacher to meet the knowledge, skills and attitudes which will enable the teacher task with a reasonable degree of confidence and with the minimum amount of experience through in- service.
International Secondary Education Project Team report (1954)	I. Helping teachers to obtain in-service training and recognizing the improvement in their professional and academic qualifications by suitable salary increment. II. Suggested special in-service training-technical, vocational and other special subjects.
The Education Commission (1964-66)	I. Large-scale programmes of in-service education of teachers should be organized by universities and teacher organizations. II. Continuing in-service education should be based on Research inputs. III. Organize in-service training Programmes, such as refresher courses, seminars, workshops and summer institutes.

As above committee's report precise into my words-

The major indicator of quality of training is its relevance to the needs of teachers. In-service education programmes has been acknowledged by most education committees and commissions. They have articulated their concern regarding the neglect and inadequacies of current in-service education practice. Though all these committees had strengthen the way of improving the In-service but there is real need to implement into application.

The teachers who are already in- service and futuristic teachers are need to through the touch of in-service education. It helps them to improvise the professional development.

Conclusion:

Thus, all above work has stated sophisticatedly but if every concerned person from every corner of education field will decide to push themselves into this stream, the results will be fulfillments of deeds into success. The outcome of these in-services training programme are creative for the futuristic teachers who are pillars of our Nation.

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