



I N-SERVICE TEACHER EDUCATION IN FUTURE

Smita Phatak¹, Ph.D. & Madhubala Barelkar²

¹Associate Professor Tilak College of Education Research Centre

²Research Student M.Phil Tilak College of Education Research Centre

Abstract

This conceptual paper talks about the importance of in-service education and tries to focus on the different aspects of in-service education in future. It is the education a teacher receives after he has entered the teaching profession and after he had his education in a Teacher's college. It includes all the programmes-educational social or others, in which the teacher takes vital part. There are formal and informal programmes of in-service education organized from time to time. The different agencies, therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for over all proficiency and betterment. It may be noted that the predictive value of the Teacher Education Course is no longer a matter of concern today. On the other hand, it is being recognized as a continuous process, coextensive with teaching. That is why the Adiseshiah Committee put emphasis on the organisation of in service training courses for existing teachers in schools on a mass scale in addition to pre-service education. But, yet it can be treated as a corrective and pace-setting programme for the stage of general education for which it is designed. The paper enumerates the importance of the in-service education for improving the teachers' competence and professional growth. It also provides details about the different programmes being undertaken as in-service education at different schools and colleges.

Major findings and suggestions

- 1. In-Service teacher education is one the most valuable factors in teachers' growth in terms of subject matter competency, new methods and techniques and increased professional interest.*
- 2. Administrators and teachers utilize training courses, seminars, workshops and many other programs for in-service education.*
- 3. There is an extensive need for continuous and comprehensive in-service education for teachers in future which is dynamic.*

Keywords - In-Service Teacher Education, professional growth, competence



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Introduction

According to Kothari commission, a teacher who unlike an ordinary worker, acts as a master, crafts man, an artist, a strategist and a powerful motivator. The environs of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skillful and dedicated teacher. It is he who shapes the destiny of students and that of the future citizens who eventually shape the destiny of the country. Such a teacher only can successfully in culture among children values that strengthen the ideals of social justice, equity, secularism and pluralism.

By its very definition, a professional, including a teacher is a lifelong learner because of his association with scientific knowledge which keeps growing and so opportunities have

to be afforded to ensure that he keeps learning and developing throughout his professional life. This is precisely the responsibility of teacher education system which is more than a mere combination of two of its major components i.e. pre-service teacher preparation and in-service education.

Professional preparation and professional development of teachers is a continuous process. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning.

Objectives Of Study

1. To Study the meaning of In-service teacher education
2. To Know the importance of In-service teacher education
3. To Understand the different programmes of In-service teacher education
4. To suggest new ways for In-service teacher education in future.

In-Service Teacher Education – Meaning

The moment a teacher has completed his training in a college of education, it does not mean that he is now trained for all times to come. A teaching degree, like B.Ed makes him enter into service as a teacher. Thereafter his job continues well only if he continues his studies everyday in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is a need of more and more knowledge, more and more education for making him a better teacher.

There are formal and informal programmes of in-service education organized from time to time. The higher authorities concerned with education want to ensure that the standards of education are properly maintained. That is possible only if the teachers refresh their knowledge and keep it up to the mark. The different agencies, therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for over all proficiency and betterment.

According to Lawrence, “In-service education is the education a teacher receives after he has entered to teaching profession and after he has had his education in a teacher’s college. It includes all the programmes – educational, social and others in which the teacher takes a vital part, all the extra education which he receives at different institutions by way of refresher and other professional courses and travels and visits which he undertakes.

History Of In-Service Teacher Education

In-service education and training of teachers has its own historical roots. Its journey from pre-independence to post independence period is characterized by numerous policy statements recommendations of different commissions regarding its content and strategies for implementation it has grown from a concept to a process and gained its importance for preparing teachers towards professional growth and development. The root of in-service education can be traced back to pre-independent period of 1904 in Lord Curzon’s resolution of educational policy which stated, “The trained students whom the college was sent out should be occasionally brought together again in seeing that the influence of the college makes itself felt in the school.” Hartorg committee and sergeant committee referred to in-service education as refresher courses and recommended for their organization on a

continuing basis. The secondary education commission was more specific in recommending the programme of extension services for secondary teachers.

Need And Importance Of In-Service Teacher Education

In our country, the trend is that once a teacher has joined service as a teacher, he continues to be so, through he may or may not study. It is not like that in countries like U.S.A. There the teacher has to face the screening committee to his re-appointment as a teacher after two or three years. In-service education is badly needed for all types of teachers in India. The following points indicate its need and importance.

1. Education- A Lifelong Process:-

The teacher who does not study side by side can't remain a good teacher. Training of a teacher is a lifelong process. He should continue making efforts in this direction for the whole life. Rabindra Nath Tagore has rightly stated, "A lamp can never light another lamp unless it continues to burn its flame." According to secondary education commission "However, excellent the programme of teacher training may be, it does not by itself produce an excellent teacher. Increased efficiency will come through experience critically analyzed and through individual and group effort and improvement.

2. Professional Growth:-

Every teacher is expected to be professionally bound, for the professional growth, he always needs the guidance and help of others. The efficiency of the teachers must be covered up. So the teacher need be up to the mark in every way.

3. Education Is Dynamic:-

Education is very dynamic. It depends upon the society which is fast changing. Due to the advancement in the field of science and technology, there is explosion of knowledge. Accordingly the curriculum and syllabus are also being changed with a good speed. Continuous in-service education of the teacher can save the teacher from facing dire consequences.

4. Makes Democratic

In-service education helps the teacher in becoming fully democratic. By in-service education programmes, the teacher is able to meet people of all types and he is also able to share his experience with others.

Programmes Of In-Service Teacher Education

Seminar- In a seminar some problems of education are taken up and there is collective thinking. Discussions are held and conclusions are arrived at all under the guidance of some experts.

Refresher Courses: - A refresher course means an educational programme organized for refreshing the knowledge of in-service teacher. Generally they acquire the teachers with the new development in the field of education. With the coming up of new education policy, refresher courses were arranged all around for teachers of different categories.

Workshops: - Workshops are organized for giving in-service education to teachers. They involve more of practical work and less theoretical discussion. These types of programmes are more useful for the teachers. The teachers have to work practically and come out with final materials to be seen by others. Organization of workshops consumes more time than a seminar or conference.

Conference: - In a conference, there is a broad discussion of subjects of practical interest. Generally there is a central theme around which several sub topics are given. Teachers as per their interest, present paper at the time of conference. The session ends with the concluding remarks of the president

Study Groups: - Forming study groups and using them as a technique for in-service education for teachers can work wonders. A group of teachers of the same subject and a subject expert in the college of education are combined and start working. They choose some topics of common interest (or) it may be a problem related to their teaching subject. Discussion is started under guidance and they continue thinking, studying and discussing that subject. If need arises, someone may be invited for extension lecture. The study groups may be meeting once in a week or even once in a month.

A Study Centre Of Professional Writings: - Generally the materials are not under the reach of teachers. The college of education, the extension service departments can help in this direction. Various publications of N.C.E.R.T, some good books, materials produced by different centers of education may be produced in the college library. The study of reading materials will help the teacher to acquire sufficient knowledge in their subjects.

Experimental Schools: - The College of education should have their demonstration school and experimental school. These are actually practicing schools where some experiences can be performed. Whatever is taught in theory, which is put into practice by carrying out experiments?

The experimental schools become centers of learning for in-service teachers. Innovations done in these schools may be advocated among the teaching staffs of other schools.

Regional colleges of education affiliated to N.C.E.R.T have their experimental schools where those colleges are showing leadership to the working teachers of other schools in their areas. Other colleges have their practicing schools but they don't have any experimental schools or demonstration schools.

Correspondence courses:

Correspondence courses can be designed for giving in-service education to teachers. A few universities have already started working in the area of in-service teacher education programmes. Central Institute of English and Foreign Languages at Hyderabad provides post graduate certificate course and diploma course through correspondence.

Findings And Suggestions

Having understood the vital importance of in- service education for teachers, now it's the need of the hour to find out new ways and do extensive research in the field of in-service teacher education. The future demands comprehensive, continuous, flexible and dynamic learning approach from teachers .The various educational bodies, institutes, agencies are required to formulate novel programs and policies to train their teachers so they will be able to face the day to day classroom challenges and impart the education to the new era generation in the most fruitful ways.

1. Regular and frequent training courses and seminars should be organized, especially in the teaching of languages and use of technology in teaching. .
2. Follow-up activities should be planned for teachers, who participate in in-service activities,

3. Demonstration lessons by experts or using different ICT teaching aids should be organised at regular intervals.
4. There should be actual and tangible shift from the traditional chalk board method to the learning beyond the text book.
5. There should be regular periodic teacher assessment in form of various exams to keep a check on teacher subject knowledge & competency.
6. All the possible material, facilities, infra structure, library assistance, training opportunities should be made available to the teachers to handle the diverse needs of the integrated classroom.
7. The future will bring new challenges with new aims of education. Our teachers should be equipped with all necessary information and tools to tackle those situations.

Conclusion

“Good education requires good teachers” that it becomes essential that the most capable and appropriate be recruited into the teaching profession, provided with high quality pre-service programme of teacher education, and them offered opportunities to upgrade their knowledge and skills over the full length of their career. It is, therefore, essential that there is major reorientation of teacher education to ensure that teachers are furnished with the necessary knowledge and skills to cope with the new demands placed on them. It is strange to note that too often teachers are helpless in front of machines which refuse to work. How undignified it is for the teacher to be thwarted by machines

With the increased capacity of communication technology, language will become a very powerful instrument. The teacher-education programme should be strengthened to develop language competency among our teacher-taught. The modern time demands multi lingual competence including the new computer languages that are bound to emerge with expansion of computer-technology.

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