



A Brief Study of In-Service Teacher Education Programmes

KEYWORDS

Improvement, Knowledge, Training, Skills, Efficiency.

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ABSTRACT

In-service teacher education programme provide up gradation of the technical know-how. To fulfill the requirement of improvement and maintaining at least at the minimum level of efficiency among teachers so that teachers will be able to adjust in the current teaching learning situation. In the said research, a brief study of in service teacher education programmewas conducted.

Introduction

To update and renew the knowledge, technical skills etc. for enhancing the efficiency of teachers who are already working in schools the study in the area of "in-service teacher education programme will be helpful in strengthening the innovative and creative skill of the teachers."

The said research was conducted to study the following objectives.

Objective

- 1) To study the various skill and opportunity for the improvement of knowledge and capacities of already working teachers.
- 2) To study the situations and challenges coming up in society to that teachers would be better prepared to understand and face student problems.
- 3) To study the ways to keep teachers at their minimum efficiency level.

Concept –

The term in-service teacher education programme connects any programme provided to teachers already working in schools, with the explicit purpose of updating and renewing their knowledge, technical skills etc. for main training and / or enhancing their efficiency. In-service teacher education can be seen as a continuation of pre-service teacher education. In fact, the relevance of in-service education can be understood only when viewed in this context. Even in the case of an effective pre-service programme, the impact on recipients can wear out over time. Teaching, being creative and individualistic, required periodic rejuvenation of teachers attribute and upgrading of their technical know-how.

Even a school teacher who has been an outstanding B.Ed. student, who being his / her teaching career with great enthusiasm, equipped with an initial amount of technical know-how and the positive feedback received while under training, needs improvement. Over the years every batch of students that teacher faces is the new batch, whose entry behaviour makes unforeseen demands on the same teacher, for which he / she not prepared. This creates a psychological conflict between one's perceptions of one's performance as a student teacher. In-service education would continually help effective teachers stay effective. The meaningful in-service education could be one way of maintaining them at least at the minimum level of ef-

iciency. At the operational level, the in-service programme has all along pertained to a school teacher who is already working with a view necessity to refreshing, enhancing and renewing his / her professional acumen. The Education Commission (1964-66) supported the view that onus of in-service teacher education programmes should be on the state and the state institute of education could undertake this task. The Education Commission strongly recommended that large scale and coordinated programmes of in-service education for teacher at all levels so that every teacher would receive at least two to three month's in-service education in every four year of service.

Objectives –

The main objectives of in-service teacher education and training are as follows –

1. To maintain the knowledge and skills of teachers.
2. To give teachers the opportunity to enlarge and improve their knowledge and educational capacities in all fields of their work.
3. To make teachers ready and able to understand and face in time new situations coming up in society and to prepare their students for the new economic, social and cultural challenges.
4. To enable teachers to gain additional qualifications and to develop their special talents and dispositions.
5. To raise the cultural and professional standard of the teaching force as a whole and strength its innovative vigour and creativity.
6. Help teachers to stay effective otherwise their initial training wears off faster and over the years they become increasingly ineffective. Meaningful in-service education could be one way of maintaining them at least at the minimum level of efficiency.
7. To enhance to motivation which lacks generally on the part of teachers by seeking their own useful avenues, and lack of appreciation by the administration of the value of in-service education.

Institutions for in-service education

1. State Institutes of Education and District Institute of Education
2. State Institutes of Science
3. State Institutes of English
4. Extension of Service Department
5. State Directorate of Education
6. State Voluntary Organizations

7. NCERT (National Council of Educational Research and Training)
8. NCTE (Nation Council of Teacher Education)
9. UGC (University Grand Commission)
10. NIEPA (National Institute of Educational Planning and Administration)
11. Professional Organization of Teachers
12. International Educational Organization

Programmes for in-service education – These include

- (a) Conference on educational matters.
- (b) debate and discussions
- (c) experimenting
- (d) lectures
- (e) newsletters
- (f) professional writing and essay competition
- (g) radio talks and other programmes
- (h) refresher courses
- (i) seminars
- (j) study groups
- (k) T.V. talks and other programmes.

Need and importance of in-service teacher education programmes -

In-service education that is the continuous education of teachers means much more than making up defects in preparation. It is needed to continuous growth in the capacity of teach. It is required for broadening understanding of human development and human living. More over, for the growth of teacher's capacity to work with others, with class-room teachers and principles in a variety of activities, with the administration, with parents and community leaders and with children of different age-groups. The destiny of a country is shaped in its classrooms.

The teachers play a pivot role in the activity, so the need for the in service teacher education is required for the following reasons :

- a) To keep abreast with the latest happening in recent past.
- b) To help teachers to recognize the individual differences in children and modify the method of teaching accordingly.
- c) To remove any deficiency in knowledge of subject content enrichment thereof.
- d) To recognize the master use of teaching aids like computers including power point presentation to make the teaching learning more lively and useful.
- e) To incorporate constructive approach to teaching learning process as par concerns of National Curriculum Framework 2005.
- f) Using technology to enhance the learning process.
- g) Computerised Accounting has been introduced in class XI as compulsory part of the course and optional part in class XII. It involves the use of MS ACCESS in which relational accounting database has to be set up. This part is not taught thoroughly by the teachers as they are not fully conversant with computer accordingly theoretical; and practical training should be imparted to teachers for teaching students.

Conclusion –

The "in-service education programme" is required to be more grown for the growth of teachers capacity for work in different areas such as from class room teaching, with the interaction with parents to tackle the different kind of situation which comes in their way of teaching. It should help the teacher to use teaching and to prepare teaching aid. The in-service education programme helps to get and recognize the individual differences among students so that teacher modify their teaching method accordingly.