



## OBJECTIVES OF IN-SERVICE TEACHER EDUCATION

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### ABSTRACT:

The teaching profession is the oldest profession in the world and is now entering another new era. Teacher Education refers to a complete program for continuous professional development of the teachers. The role of the teacher in the past only focused as a professor. Compared to the present system of education, more teachers act as facilitators of knowledge that should be better prepared and sensitized to produce and use learning situation effectively and efficiently. It is an undisputed fact that the teachers at all levels of education needs their effective education and training with the assumption that though teacher are born but a large pool of teachers of a country needs to be professionally developed. The changing role of educators, teachers need to be more innovative, creative and effective in delivery and always thinking of new approaches to adopt their practices to the requirements of students as a knowledge worker in the era of the information revolution of the 21st century.

### KEYWORDS:

**IN SERVICE, EDUCATION, COURSE, DEVELOPMENT.**

### IN SERVICE TEACHER EDUCATION:

#### INTRODUCTION:

In service teacher education within the overall framework of teacher development, has a crucial role to play. It is no cliché, but a reality that those who teach should never cease to learn. The National Policy in education 1986 stipulates that teacher education is a continuous process and its pre service and in service components are inseparable. The initiatives taken in setting up the District Institutes of Education (DIETs) and College of Teacher Education (CTEs), and Institutions of Advanced Study in education (IASSE) are some of the major developments in this regard. Professional developments of teachers begin with pre service and renewed through in service programmes. It does not however mean that there is a simple linearity between the two. There are elements of up gradation of skills and comprehend tenses that in service program are organized to sustain the same survival competencies required by teachers years ago during their pre service education.

#### THE NEED OF IN SERVICE EDUCATION:

In the professional updating of teachers changes in the societal go educational structure, curriculum framework, transactional strategies, evaluation techniques and management process play significant roles. New advantage emerging on the educational horizon has to be addressed to and the teachers have to be made aware as well.

Teacher development is a complex process teachers update themes by putting in various efforts of self training,

peer learning and interact with the community. Other authorities to professional development participation are recurrent programs, extension activities and continues Education programme.

In service teacher education programmes are essential in view of obsolescence as well as explosion of knowledge and are necessitated on account of changes in educational and social realities. Whenever teachers are required to execute new and different roles or get promote to a position that requires a new set of competencies, participation in appropriate designated in service programmes is called for. Advances in the fields of curriculum, evaluation, audio, visual aids, telecommunication, etc demonstrated updating and orientation of teachers Innovation, both at my macro and micro levels would fail if the teachers are not equipped and properly oriented implement. In the Indian context, developments such as the 10+2+3 pattern. The making of scheme compulsory up to class 10, new practices in evaluation like internal assessment, questions banks, continuous and comprehensive evaluation, scaling and grading the introduction of new areas like environmental education, population education, computer education. Aids education, gender sensitivity, etc demand in service training of teachers.

On the changing context of globalization, liberalisation and advances in telecommunication, teachers and teacher educators need to become conversant with international trends, multiculturalism, multi realism and other promotions. Both pre service and in service teacher

education programs should be receptive to new thinking and new changes. However reforms and innovation in education can reach schools in large magnitude and expeditiously through in service education programs.

#### DEFINITION OF IN SERVICE TRAINING:

M.B Buch which puts "In service education is thus a program of activities aiming at the continuing growth of teacher and educational personnel in service" It is the sponsoring and pursuing of activities which bring new insight, growth, understanding and cooperative practices to the members of teaching profession and arouse them to action to improve themselves in every possible manner. It includes all activities and experiences participated in by the educational personnel in education during their services. These activities are planned and organized by various agencies to help the educators to improve as persons and to nature as professionals.

Cane (1969) says that in service teacher education is all those activities and courses which aim at enhancing and strengthening the professional knowledge in text and skills, interests and skills of serving teachers. This definition has the following significant components

- a) Professional knowledge.
- b) Skill aspect, (not only what he is to do, but the and why also).
- c) Attitude towards proficient.
- d) A code of conduct or ethics a profession.
- e) Professional skills such as administrative skills, management skills, organizing skills, leadership skills, etc.
- f) Interest towards teaching profession.
- g) Courses refers to the provision of such experiences based on sound, pedagogical and empirical considerations, as well as related to research findings,
- h) Activities such as seminars, symposium, workshops, discussion and brainstorming, etc.

In service teacher education is primarily meant for regular serving teachers .It includes such new courses, whose fruitfulness and validity have been tested. It subjects the serving teachers to such activities, which may enhance their professional knowledge, interest and attitude. So that they are able to maximize their pupils learning and in turn, derive maximum inner satisfaction and sense of achievement.

The importance of in service teacher education:

The needs for in service teacher education may be discussed as

- i) To help the teachers in their professional growth.
- ii) To enable the teachers to learn new ways of teaching.
- iii) To rectify the omission of College of Education.
- iv) To help teachers in service to face new problems efficiently.
- v) To enable the teachers to contribute to the qualitative improvement

vi) To boost the morale of teachers.

A good in service education programme contributes to the morale of workers by giving up and recognition to those who want to learn to do better. It helps renew professional identity .In view of the above needs specification. We may formulate the

\*objectives of in service teacher education for our country according to N.C.T.E. : These are :\*

- 1) To upgrade the qualifications of under qualified and or untrained teachers.
- 2) To upgrade the professional competence of serving teachers.
- 3) To prepare teachers for new roles
- 4) To provide knowledge and skills relating to emerging curricular changes.
- 5) To make teachers aware if critical areas and issues, like multigrade, multichannel and multi level teaching.

Principles for planning in service education programme:

There are certain principles which have to be taken into consideration for planning the in service education program for teachers. We give a few below:

- a) Maximum involvement of the participants and providing them with opportunities to grapple with the different problems they are facing.
- b) Climate of freedom to express themselves.
- c) Creating atmosphere which is conducive to building mutual respect, support, spontaneity and creativeness.
- d) Developing simple possible means to give the decision a practical and concrete shape.
- e) Encouraging teachers to test and try out ideas and to plan in real situations.
- f) Taking account of the emergent and existing needs of the technique, profession.
- g) Following the general principle of the programme planning Existing structure and Models of In service education for teachers. As a result of various recommendation and researches, many models of in service education for teachers came into existence. e.g.
  - A) Orientation courses.
  - B) Summer courses.
  - C) Sandwich courses.
  - D) Refreshers courses.
  - E) He correspondence courses or distance education programme.
  - F) Evening courses.
  - G) Intensive courses.
  - H) Workshops.

- I) Seminar and symposium.
- J) Education conferences.
- K) Extension centres
- L) Exchange of experts.
- M) Short term courses.
- N) Bureau of publication.
- O) Professional writings.
- P) Indirect training,
- Q) Experimenting.
- R) Science club etc.

**TECHNIQUES OF IN SERVICE EDUCATION:** A number of techniques can be used for in service education.

#### **WORKSHOPS:**

The participants work on the problem that arises out of the situation and the programme evolves itself. Emphasis is laid on practical work. The workshop broadens the professional outlook of the participants and provides sample opportunities for cooperative group work. The chief value of a workshop is "the opportunities to be challenged by one's peers. The participant is given an opportunity to make an intensive study of the problem which has arising out of his experience as a teacher. He shares in planning a programme of individual and group activities designed to meet his needs and those of other participants. Each participants is the final judge of what is to be done about his problem.

#### **SEMINARS:**

A Seminar is a small class or group for discussion. Through them, Technique, knowledge and experiences are gathered by collective and cooperative efforts.

#### **PUBLICATIONS:**

This is another useful techniques of in service education. Teachers may write on topics of general interest. They may communicate their personal experiences, experiments conducted and completed. The schools or the Extension services department many publish resumes of action research and abstracts of useful research for the benefit of teachers.

#### **THE CENTRAL SCIENCE CLUBS:**

The canter science clubs located in extension canter can be utilized for in service education of science teacher specially for preparing them to run canter science clubs.

#### **CORRESPONDENCE COURSES / DISTANCE EDUCATION COURSE:**

This technique can also prove very effective for in service education various universities name started various courses through distance mode which can go a long way in help in helping the teachers to get in service education and emerge their quantifications and status.

#### **STAFF COUNCILS AND STUDY CIRCLES:**

Staff council is one of the best organizations for in service

education. In the staff meetings, the teachers have a readymade instrument for promoting their professional growth. A headmaster should provide intelligent leadership and create a favourable atmosphere so that teachers not only teach well, but also learn well. Consultants and resource persons can be utilized if the local staff considered it worthwhile.

Study circles can also be utilized by extension centres as a technique of in service education, subject teachers of our school can come together and form study circles for discussing the problems and procedures in the teaching of the subject.

#### **REFRESHERS COURSES:**

They are an important means of professional Growth of teachers. They can help is updating the knowledge and experience of teachers. These courses can be used for the following.

1. Imparting training to the teachers in tests and measurements.
2. Providing them an understanding of educational plans and schemes supported or introduced by government and other agencies. The help and cooperation of the members of Training Colleges and experienced headmaster's should be taken to conduct these refresh course.

#### **CONFERENCES:**

Conferences of teachers, supervisor and administrators can broaden the range of experience and evaluate and cultivate professional team spirit .

#### **EXTENSION LECTURES:**

There can be arranged by experts to provide specialized information.

#### **SUMMER AND WINTER INSTITUTES:**

Summer and Winter institutions are a very important and effective means of promoting professional growth of teachers. These can also aid in the proper utilisation of vacations. Through these Institutes teachers can refresh and update their knowledge and learn new methods and techniques from experts as well as from teachers coming from different schools system. A taste of student life once again adds to the zest and joy of life so that the teachers return to their schools better equipped to meet the challenges of new education. The Directorate of education, along with the departments of education of colleagues and university can organize the institutes for improving the quality of teachers.

#### **EXTENSION LECTURES:**

This method is one of the oldest for in service education and teacher orientation tasks. They are visualized extension lectures to be given by the prominent persons with teacher development project or programme.

#### **DEMONSTRATIONS:**

This activity involves the presentation of a pre arranged series of events for Group absolution. The demonstration

is planned to be realistic but its nature it emphasizes aspect of operational behavior that observes need to see the group can be of any size, but the time and energy involved in arranging and demonstration encourage is use with fairly large group.

Demonstrations may be selected not only in terms of the needs of the observers, but also in terms of the ideas, materials, procedures or techniques that can profitably be observed people who are skilful in particular n fields are selected as demonstrations.

Demonstration as an activity may be used in connection with a workshop or course where understanding is being improved our skills developed the demonstration also is quite effective in making clear to participants and observes the relationships between skills being learned and the purposes they serve -

#### **THE PROJECT GROUP:**

The project group is another useful technique of in service education. It is organized to carry on the activities required to accomplish a specific project.

#### **DIRECTED PRACTICE ACTIVITIES:**

Directed practice sessions may follow .In these sessions the teacher may develop his plans with direct individual's assistance from the resource persons.

#### **FIELD TRIPS:**

Field trips can be used to allow teacher to see ongoing operation which are related to their jobs. They may take the form of community forms and foreign travel also.

#### **FILM PRESENTATION:**

Film presentation is also a useful technique for in service education. It is a kind of visualized lecture why remote control.

#### **TEACHER VISITATIONS:**

This is an activity in which the teacher visits and observers and another teacher in action, it is an individual activity is most instances, although small groups also benefit.

#### **PANEL DISCUSSION:**

An organized verbal presentation to a group by two or more speakers in a single topic is called panel. This activity can be arranged in several terms, informal panel, symposium, debate etc.

As an informal panel, several speakers interact with each other with a good bit of spontaneity. As a symposium a normal series of brief presentations are made to the group. The discussion which follows can permit the development of deeper understandings.

#### **LIMITATION OF IN SERVICE TEACHER EDUCATION PROGRAMMES:**

The National Commission on school teachers 1983 - 85 pointed the following inadequacies-

i) There is today an absence of clear cut polices and priorities for in service education.

- ii) There has been no systematic identification of needs.
- iii) The content and quality of programmes offered are generally poor.
- iv) Strategies for training our vogue and half-hearted .
- v) Not much emphasis appears to have been placed on solving the practical problems of teachers are meeting their educational needs.
- vi) In-service Courses rarely result in the development of a crop of instructional material that can be used by participants and other and other teachers.
- vii) Hardly any use is made of new media and technologies.
- viii) Administrative support for innovations in lacking as headmasters and supervisors are not often involved in programs where teachers were being trained in the use of new methodologies.

#### **CONCLUSION:**

Suggestion for removing inadequacies of in service teacher education programmes:

#### **A) IDENTIFICATION OF THE NEEDS OF SERVING TEACHERS:**

In the first place the needs of the teacher are to be identified at the institutional level and such programmes of in service arranged as well directly meet these needs. The needs maybe remedial in nature, as for example updating the teachers knowledge is mathematics or science etc. It may be necessary to find out new ways of dealing with children having multiple level of attainment in a class.

#### **B) ADVANCED PLANNING:**

Programmes should be thoroughly planned well ahead of time. We tend to be slipshod in whatever we do. Papers how to Be Prepared by resource persons will ahead of time reading lists and other materials mailed to participants before the course to stimulate thinking. Every detail should be attended to so that the teacher comes well prepared with the proper mindset to benefit by the course, short or long.

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