

In-Service Education of Teachers: A Critical Analysis.

Dr. ShashiShekhar Mishra

*Assistant Professor
H.O.D. (Department of Education)
Nagar Nigam Degree College,
Surendra Nagar Lucknow*

ABSTRACT

It is the appropriate time that we must think about in service education of teachers. It is a necessity in enhancing the work performance, potential and motivation of teachers in their field. Now the need for in-service education of teachers should not be overlooked. IN absence of in-service training programmes of teachers may retard the professional growth of the teachers as well as it would be seen difficult for the institutions to achieve their goals. Hence a gap between the demand and actual achievement status would be seen clearly. In service education allows various means of activities, programmes. They may include, seminars, classes, conferences, exhibitions, excursion tours, webinars etc. There activities are designed to develop and improve employees in an organization from the very beginning level of the service till the retirement level of the employees. Very much focussed attention should be given to the inservice education of teachers to improve their professional growth and development of the in service group of teachers. Therefore the proper attention has been given to find out the hurdles, obstacles, problems coming before the in-service education of teachers through this paper. The focus of this paper is to have an overview of various aspects of in-service education of teachers in the country. Suitable and relevant recommendations are put forward to achieve a good staff development programmes. The various suggestions are aimed to help teachers to update their knowledge, skills in their respective areas, expertise and competence in the teaching profession.

KEYWORDS: *In-service, in-service education, benefits of in-service education and teacher education.*

I. INTRODUCTION :

In-service education is designed for the development of employees of the school system and the educational system as a whole. If teachers are to perform their functions efficiently and very effectively. It becomes compulsory for the teachers to require training in new skills and modern methodology. Teacher is the active agency which serves to realize the aims of education at local, state, national and global level. Education of teachers is not only facilitates improvement of school education by preparing competent, committed and professionally well trained and qualified teachers who can meet the demand of the system. Well trained and qualified teachers work as a bridge between the school education system and higher education system.

The teachers is the builder, maker and constructor of a society and nation because the teachers has only the capacity to mould the students and help the students to express their inner experience and intelligence. The teacher occupies a very important place in society because the teacher is only one who brings about the transfer of the intellectual tradition from one generation to the next generation gradually and step by step. The teacher maintains the level of technological skill and keeps the light of civilization burning bright for a long and long time. The duty of the teacher does not end in the class-room only with the students. He has the responsibilities and duties to the society and the nation too. The teachers have the highest position in the society than that of other people living in the society because teacher opens the eyes of the knowledge of the pupils. Teacher is the main chain of the society regarding to mould the character of the students in positive direction and also inculcates the strong values among the students.

Teacher Education:

In present system of education teacher education includes every aspect of the student and teacher personality. Teacher education has been defined as all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession or to discharge(perform) his duties and responsibilities in much more effective manner. Teacher education aims at helping the teacher in understanding the nature of the child, aptitude of the child and may more like, abilities, emotions, ambitions, sentiments, development level of the child and assist the child in making better adjustments. The students are the future of the country, so only a trained and skillful teacher makes the students best and help the students to be the future of country. Teacher makes the student perfect with the help of providing proper guidance and teaching. Only a trained and skillful teacher has the capacity and potential to

provide a proper guidance and teaching. Therefore, the teacher education is the only thing which helps the teacher to be trained and skillful. The Secondary Education Commission (1952-1953) has observed that in order to improve the quality and standard of education, a worthy medium of the balanced development of the personality of the student a well skilled and trained teacher is needed in the education system. The commission also found that to achieve this goal the most important factor in the contemplated educational system, is the personal qualities, his educational qualification, his professional training and the place that the teacher occupies in the school as well as in the society. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it.

The Education Commission, 1964-66 after reviewing the status and service conditions of teacher have quoted, that all the different factors which influence the quality of education and its contribution to national development, the quality competence and character of teachers are undoubtedly the most significant. To achieve this the high quality recruitments of the teachers are required, providing them with the best possible professional preparation and creating satisfactory conditions of work in which teacher may be fully effective.

The ministry of Education document "Challenge of Education A policy perspective (1985) has mentioned, "Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis these have to interpreted and implemented by teachers as much through their personal example as through teaching learning process".

The National Education Policy (1986) has also given a view on the status of the teachers, and given suggestions that teachers should have the freedom to innovate to devise appropriate methods of communication and activities relevant to the needs and capabilities of the concern of the community. The most valuable suggestion is given to the government that the government and the community should endeavor to create conditions which will help, motivate and inspire teachers on constructive and creative lines.

To improve the standard of teacher education through out the country the National Council of Teacher Education (NCTE) was set up in the year 1973 by the Government of India, Ministry of Human Resource Development.

In-Service Education:

The teachers are regarded as the hub of educational development. Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skills, knowledge and interest, subsequent to initial training.

In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills and competence in the teaching profession. So it covers all types of education and training given to a teacher who is already in the job of teaching and learning.

According to billing(1976), in-service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for their job satisfaction and career prospects and of the institution for supporting its academic work and plans and implementation of programmes of staff activities designed for the satisfaction of these needs. Fisher (2003) in his study found that the skill appropriate for generation might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities.

In-service education is also meant to as continuing education that is designed for the retraining, reskilling and updating the knowledge of manpower. UNESCO (1985) in its report emphasized that continuing education may be treated as the entire body of educational process whatever be the content level and method whether it is formal or other type whether they prolong or replace initial education in schools or in colleges or in universities too.

The rationale for in-service education of teachers cannot be neglected by any means because ultimately it will affect the goal set by the nation for their citizens. So it is very important to run various programmes and other activities and training programmes for the in-service employees particularly for teachers. Hence, teachers now engage in one form of in-service training or the other to cater for their inadequacies and extend their professional competencies.

In-service education is imperative in the world in view of the prevailing changes in science and technology where day by day new concepts are upcoming and new and latest technologies are being taught to the students. To actualize the set objectives of in-service education in any organization some basic principles must be taken into consideration, as it was in detailed discussed by Stoops et al (1981) in his study. As a matter of fact sometimes most of the teacher found in their classroom now-a-days that they have nothing to offer to students by ways of professional training. Such teachers need in-service training to update their knowledge skill and competence. In-service education programmes can be catergorized into various forms. Asaya (1991)found in the study different type of varieties of in-service education.

Benefits of In-Service Teacher Education:

The National Policy on Education(2014, revised edition) emphasized the significance of in-service training of teachers, so that education can be beneficial to the employees to fulfill the goal set up for the country. Imogie (1992) in his study highlighted the benefits of in-service education and he found that providing the serving professional teachers ample opportunities of updating their knowledge and skill towards better objective performance and advancement in the status. These type of programmes provide opportunities for teacher education institutions to provide service in an essential area of national development, especially by putting their facilities and staff into use during the long vacations.

Problems of In-Service Education:

There are a few problems have been identified during in-service education programmes some of the problems are as follows :

1. The time factor is a major constraint as contact hours for lectures and examinations are inadequate. Hence, the effectiveness and scope of instruction remain in great doubt and suspense.
2. There is the problems of inadequate facilities in terms of classrooms, laboratories and boarding facilities to accommodate the size of enrolment.
3. There are a lot of discrepancies in the approaches in the approaches and techniques adopted by the different institutions involved in in service education programmes which imply lack of uniformity in course contents and methodology and other means of variations are also observed.

II. CONCLUSION:

In-service education of teachers should be taken as a necessity of present time to achieve the objectives setup by the country for the citizens of the educational system. In view of the various problems coming before the peoples who are engaged with in-service education of teachers the following points as a recommendations have been sorted out, some of them are as follows-

- 1- Government should encourage participants in in-service training through adequate funding to cater for some areas to their needs such as cost of textbooks and handbooks, tuition fees, transport, availability of Wi-Fi, internet facilities and boarding facilities.
- 2- There is need for the government through the federal and state ministries to form a committee to regulate the conduct of in-service training for teachers to ensure uniformity of standard to apply the same course content, methodology and evaluation.
- 3- In service education should be recognized as part of institutional or organizational activities prepared and designed by the central government and state governments for the staff development and motivation.
- 4- Now the time to focus over a wellplanned in-service education programme with clearly defined objectives growth and improvement of instruction and leadership skills.

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