



In-Service Education

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 be successful in culturing values in children that strengthen the ideals of social justice, equity, secularism and pluralism. In-service education is an important component to refresh and revise the basic fundamentals and advance aspects in field of physical education, sports and sports sciences or specialization area of practicing. In-service training refers to different trainings, seminars; workshops have been attended in relation to current job or profession. To accomplish this goal, teachers will need the assistance of education. The oxford conference defined in-service education as consisting of those experiences which result in the improvement of the quality and effectiveness of the instructional program, pursued by the teacher during the period of contractual employment as a certified professional worker. Together with pre service preparation in-service education complete the cycle whereby competent, continuously growing teachers and leaders are prepared for professional service in the field.

Nature and Scope:

1. Programme should be based on recent development of sports –

In-service educational programme should include the latest modification, advancements, provisions, and changes in rules and regulations of various games and sports. Such as now a days hockey is played on “Astroturf” instead of grass field.

2. Programme should be based on technological advancement of sports-

It refers to the various technological advancements as it is required to act as an ideal profession. These may be known by participating in the in-service

education programme. Such as “speedometer is fixed for assessing speed of the bowler. The computerized systems and technologies are also the recent examples to learn to adopt recent development.

3. Programme should be based on motivation-

It may help in motivating the less active professionals to participate actively. Some of the professionals are inactive, rather lethargic, so they feel bored from their profession and do not want to participate in professional activities. So in-service education motivates them to actively take part in the professional activities.

4. Programme should be based upon required nature-

As required for latest professional field, the in-service programme should not repeat the old techniques or aspects otherwise it will be wastage of time, so the in-service programme should be planned as per the recent professional requirement and topic should be carefully selected to fulfill the course requirements and its nature.

5. Programme should be based on application of research findings-

The recent trends, research findings and their proper application of various allied areas should be incorporated during the professional practice. So it is a function of the in-service programme to guide the serving professional in required manner to serve as per the nature of social needs and demands from the professionals.

6. Programme should be based on problem solving experience-

In-service training programme should be conducted to share problem-solving experience. The professionals may get satisfactory and appropriate answers to their questions by the experienced working professionals. The positive interaction proves its worth by providing the solution to the problems.

7. Programme should be based on learning and training to teach according to the curriculum design-

Programme should be made according to latest modifications in curriculum design for the specific class, grade of the level of the professional. Such as the in-service training for TGT, PGT, or principal or supervisor should be designed with different curriculum based programme because the nature of requirement is different.

8. Programme should be based on knowledge of administration-

The various administrative procedures and systems are also required for sports management. These systems are used in a routine life of every professional in different ways. The professionals may get answers about their tentative administrative questions and clarifications. So, in-service training should be designed accordingly.

9. Programme should be based on fundamental skills-

The nature of in-service programme should be motivated about the sports fundamental skills with their teaching stages, which is to be taught. The content of the in-service programme should include major or minor or indoor and outdoor sports fundamentals, rules and regulations with teaching stages of various fundamental skills.

Role of Teacher Education Institutions in In-Service Education

Teacher education institutions are responsible for helping students to understand that professional preparation does not cease with the attainment of undergraduate. The young professional person must realize that, irrespective of his/her particular capacities to learn and quality of his/her educational attainments at the time of employment, he/she is obligated to continue to grow through reading, study, perfection of skill, research, scholarly productivity and participation in other activities link to self-improvement and to the improvement of educational opportunities of others. In others words he/she may be able to accomplish these goals, his/her pre-service and graduate education should provide opportunity for her/him to gain knowledge of and competence in the method of conducting educational research and of engaging in the democratic group process. The teacher education institute should offer a wide variety of activities designed specifically to contribute to the in-service professional education of teacher and other educational personnel in the territory serve by the college.

In providing in-service educational opportunities for others, the college should not neglect to make available opportunities for the continued professional growth and development of his own faculty members. Everything that has been said above relating to the professional improvement of other teachers and leaders applies as well as to faculty members in institutions engaging in teacher education.

The present scenario in reference to responsibility for conduct and planning the in-service training programme in physical education and sports science indicate about

the following wider factors, which should be followed during the process of planning and its conduct :-

1. Should be conducted at convenient place
2. Well planned and systematically organized
3. Academic and professional Endeavour
4. Preparation of conceptualized course outline
5. Identification of resource person
6. Identifying professionals' training needs
7. Should be provided perspective in In-service education
8. Orientation/Refresher (Nature of course)
9. Course material/study material
10. To develop interactive and participatory approach

Types of in-service Education Courses

There are some of the following courses depending upon their different durations:-

In-service Education -

1. Orientation Course
2. Capsule Course
3. Re-orientation Course Workshop or Clinic Courses
4. Refresher Course

Other Classification of In-service Education programme -

- Short term course
- Part time Course
- Long term Course
- Break time course
- Full time Course

Role of Profession in- Service Education

The elimination of incompetence among teachers and leaders is a professional responsibility. The stature of a profession is measured in terms of the accomplishments of its members, both individual and collectively. In order to accomplish this goal, professional group of national, regional state, local and institutional levels should accept responsibility for sponsoring a wide variety of activities in which all members may participate.

Some of the important roles of physical education and sports sciences are as follows -

- Recent developments in the field of physical education and sports sciences.
- Recent developments in the area of pedagogy in general area of physical education & sports
- New modifications or changes in the policies and practice of physical education.
- Recent developments in the society and their ramifications in different areas of the physical education and sports science.

Course and Formal Education Experience

The following are some of the important areas for placing the contents as a core curriculum:-

1. National policy on sports including physical education with their priorities at national as well as state levels.
2. Role of teachers in the development and implementation of curriculum
3. Interactive style of teaching and learning
4. Value education. [Concept of value, values related to goals, development of values through education at various levels].
5. Population education for national development. [Problems of over population of India, objectives of national development]
6. Professional growth of teachers. [Continuing education for professional growth]
7. Professional ethics for teachers. [Concept of a profession, teaching as a profession, ethics for teaching profession]
8. Education for children with behavioural problems. [Abnormal behaviour, deviant behaviour-truancy, delinquency personal problems, low motivation, modification of behaviour]
9. Promoting creativity through education. [Concept of creativity, creativity as a process or a product, creativity in teaching learning process, development as creativity]
10. Class management. [Managing heterogeneous group, overcrowded groups, visual and audio communication skills, group teaching and peer teaching etc.].
11. Education for national integration and international understanding.
12. Computer awareness

Conclusion:

In conclusion we can say that 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 service. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning. In – service education is the education a teacher receives after he has entered to teaching profession and after he/she has had his education in a teacher’s college. It include all the programmes – educational, social and others in which the teacher take a virtual part, all the extra education which he/she receives at different institutions by way of refresher and other professional courses and travels and visit which he/she undertakes.
