

In-service Teacher Education for Primary and Secondary School Teachers

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The paper focuses on the Teacher Oriented, School Oriented INSET Programmes

Education is the main course, which affects the quality of life. It gives real meaning to democracy in which a common man participates and contributes effectively to change and development. Education on which human progress depends on to such a large extent is being given a major consideration—all factors, which determine the quality of national development. Teachers occupy an unchallengeable position in the educational process. They play a vital role in the all round development of the personality of children by exercising a personal influence. Every country develops its system of education to meet the challenges of changing times. Education plays a vital role in the development of human potential. Taking into consideration the challenges

of the near future, the Government of India has published its National Educational Policy in 1986 to meet the challenges. Many innovative and new ideas have been included in the policy. The policy advocates equal opportunities to all, both in terms of access to education, conditions of success, common education structures, a national curriculum framework, minimum levels of learning for each stage of education.

Education in the modern age seeks to preserve, transmit, and advance knowledge. It is committed to bring about change for the betterment of society. A number of educationists have laid emphasis on in-service education as essential for professional growth. The Dictionary of Education (1959) has mentioned that in-service education refers to all activities on the part of

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employed teachers that contribute to their professional growth and qualifications. Cane (1969) defines “in-service education” as all those activities and courses, which aim at enhancing and strengthening the professional knowledge, interest, and skills of serving teachers. In-service education is thus, a programme of activities aimed at the continuing growth of teachers and educational personnel in service (Buch-1968). In-service education aims to stimulate knowledge and improve technical skills (Sen-1966). The need for in-service education for teachers was felt in 1949 when the University Education Commission stressed the need for in service education and observed that our school teachers learn whatever subject they teach before reaching the age of 24 or 25 and that their further education is left to experience which in most cases is another name for stagnation. The Education Commission, 1964-66 has also highlighted the significance of in-service education for all types of professions in this manner. It is widely accepted that in-service education is the continuity of pre-service education. A teacher has to be a life long learner and



an in-service teacher education is a continuous process, which never comes to an end during the professional life of a teacher. The need for in-service education for teachers was recognised as early as 1904 in Lord Curzon’s “Resolution on Educational Policy” where it was stated that every possible care should be taken to maintain a link between the training and the school and so that the student on leaving the college may not neglect to practice the methods which he was taught. In September 1961 a new autonomous organisation—the National Council of Educational Research and Training was established. The major task before the NCERT has been to improve the quality of education in the country. NCERT also organises in-service education activities for teachers and teacher-educators at primary and secondary levels. The NCERT usually provides in-service education for a longer duration say about 4 to 6 weeks in different subjects. A major landmark in the organisation of in-service education for the educational practitioners concerned with primary education was the establishment of the State Institutes of Education in 1964. The chief objectives of the SIE were to provide in-service education to primary teacher-educators, supervisors of primary schools, and primary teachers. Central Government, State Government, and non-governmental organisations are all engaged in providing in-service

education to teachers. In-service education of teachers is an important component of the total scheme of teacher education as the teachers have to keep themselves updated in knowledge and also skills. In-service programme means to keep the trained teachers abreast with current modern ideas of education and also problems and issues. In this regard there should be continuous programmes may be in the form of workshops, seminars, or summer courses for at least for three weeks for each teacher in a year. Every teacher should undergo training once in five years. The Government should take the responsibility of providing training to all the teachers.

Aims of in-service teacher education and Training of Teachers:

1. To update knowledge and skills of teachers.
2. To give teachers an opportunity to enlarge and improve their knowledge and educational capacities in all fields of their work.
3. To make teachers aware of new challenges facing the society and to enable them to prepare their students.
4. To enable teachers to gain additional qualifications and to develop their special talents and dispositions.
5. To raise the cultural and professional standards of the teaching force as a whole and to

strengthen its innovative vigour and creativity.

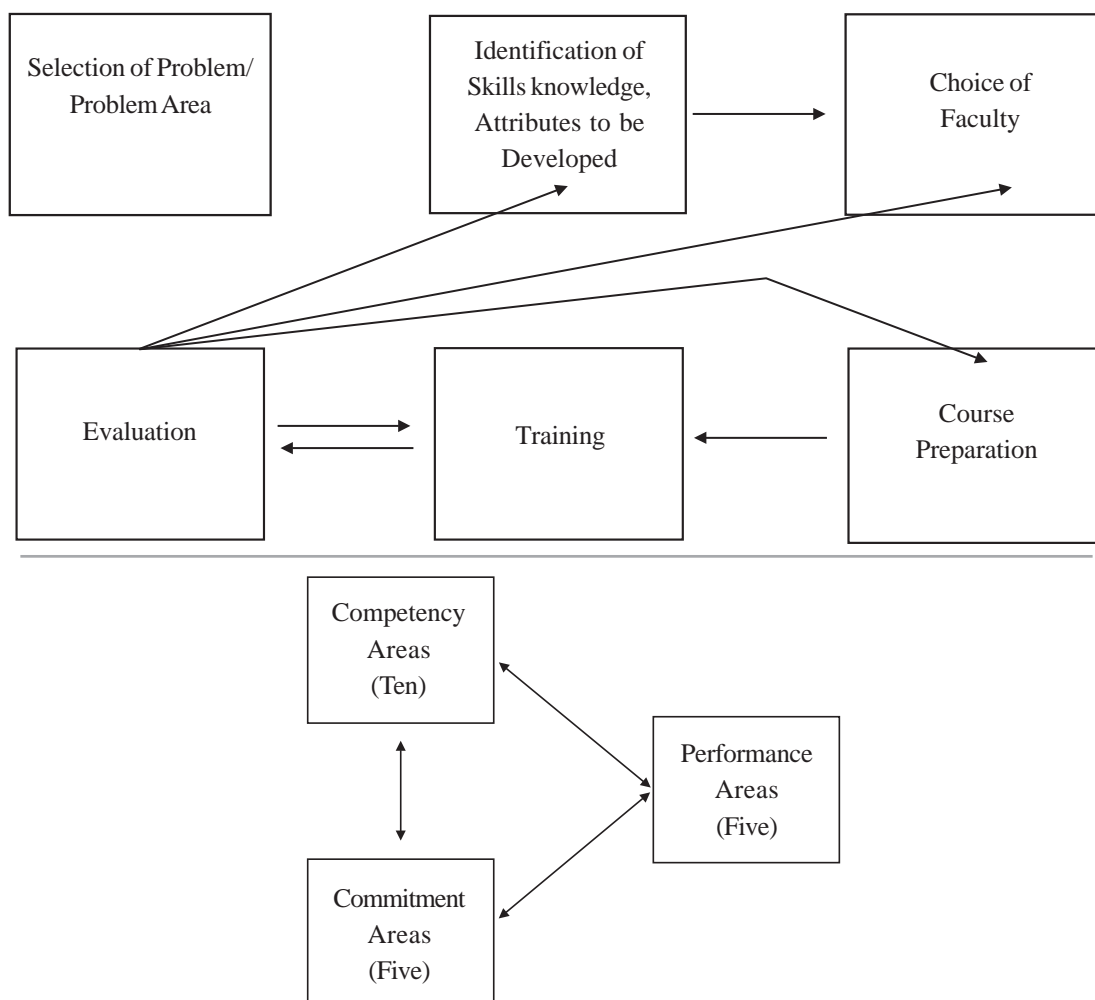
6. To fulfil the gaps of the pre-service education, remove its inadequacies, and make it more realistic.
7. To prepare a forum for teachers for exchange of ideas and experiences and to enable them to integrate values and environmental awareness with the subjects they teach.
8. To equip the alternative teachers with job specific skills and competencies.
9. To empower them to realise the objectives of school curriculum in the light of a changing social scenario.
10. To acquaint them with new international experiments and innovations in education and enable them to incorporate their findings in the system in case they are found to be useful.
11. Last but not the least, to prepare them as professional teachers.

In-service Teacher Education Institutions:

1. State Institutes of Education and District Institutes of Education.
2. State Institutes of Science.
3. State Institutes of English.
4. Extension Services Departments.
5. State Directorates of Education.
6. Voluntary Organisations.
7. NCERT (National Council of Educational Research and Training).
8. NCTE (National Council for Teacher Education).

9. UGC (University Grants Commission).
10. NIEPA (National Institute of Educational Planning and Administration).
11. Professional Organisations of Teachers.
12. International Educational Organisations.
13. Indira Gandhi National Open University.
14. Yashwantrao Chavan Maharashtra Open University, Nasik.

A Competency-based and Commitment-oriented Curricular Framework Includes three interrelated and interactive dimensions as follows



Competency Based and Commitment Oriented* Teacher Education for Quality School Education		
Competencies <ul style="list-style-type: none"> • Contextual • Conceptual • Content • Transactional • Related to other educational activities • Developing teaching-learning material • Evaluation • Management • Working with parents • Working with community and other agencies 	Commitments <ul style="list-style-type: none"> • To the Learner • To the Society • To the profession • To excellence • To basic values 	Performance <ul style="list-style-type: none"> • Classroom • School Level • Out of School • Parents related • Community related

**Competency Based and Commitment Oriented Teacher Education for Quality School Education—in-service Education (NCTE by Prof. R.H. Dave)*

In-service Educational Programmes
Programmes for In-service Teacher Education are:

- Seminars
- Extension Lectures
- Refresher Courses
- Workshops
- Study Groups
- Conferences
- Experimenting
- Professional Writing
- Discussion and Debates

The Role of Educational Technology an In-service Education

In the absence of clear-cut policies and priorities for in-service education, the

following measures may be taken to make in-service education more effective and relevant:

- Identification of needs
- Choice of resource person
- Changes in methodologies
- Use of educational technology
- Evaluation and follow-up
- Attendance of teachers to be made mandatory
- Project on single teachers schools
- School level INSET programmes
- Use of mobile units
- Use of computer, radio and television
- Development of resource

Suggestions for Improving In-service Education

Need for expanding facilities.

Well-planned programmes.

Incentive to teachers.

Cooperation of various agencies.

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