

## **Innovations in in-service education training (INSET)**

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### **Abstract**

In-service Education includes all those courses and activities in which a serving teacher may participate for the purpose of extending his/her professional knowledge, interest or skill. The in-service education facility for school teachers and other school personal. In-Service Education, there have been some other innovative measures and techniques for continuous professional development and support of teachers for own initiative. It is observed that many new techniques for in-service training for teachers have been employed. Notable among these innovative programs are the televised training of teachers, national integration camps, experimental projects seminar reading programs, teachers' homes and teachers centers.

**Keywords:** complex changes, professional growth, significance, acquainted, recommendations, Refresher courses

### **Introduction**

Higher education is the symbol of prosperity and progress of a nation. The higher education sector I now marked by rapid and complex changes. It is a well-known fact that knowledge is increasing day by day rapidly. In every field of knowledge, new ideas, trends, principles and theories are emerging every day. Pupils in today's school will become adult workers and leaders in society. The best of objectives, learning activities to achieve the chosen ends, as well as quality evaluation procedures must be experienced by pupils. Supervision has as its goals to assist teachers to improve the curriculum.

### **Concept of in-service education training (inset)**

In-service Education may be defined as continuing education of teachers which leads to the improvement of professional competence throughout their career. The phrase In-service Education is commonly used to denote planned efforts to promote the professional growth of teachers. In-service Education includes all those courses and activities in which a serving teacher may participate for the purpose of extending his/her professional knowledge, interest or skill.

### **Purpose of in-service education training (inset)**

A good number of inset agencies these days are assigning a heavy weight to the purpose of up gradation of academic qualification of practicing teachers whereas apart from this particular goals that these agencies need to strive to achieve through their courses and programs.

1. To provide adequate professional training so as to make teaching learning effective;
2. To keep the teacher abreast of new developments in curricular subjects and pedagogy;
3. To upgrade the academic qualification of teachers;

### **Objectives of In-service Education Training (INSET)**

In-service Education program is undoubtedly a significance program that aims at the continuous development of teachers in the desired direction. Following are the chief objectives of In-service Education for Teachers:

- To help teachers to know their problems and to solve them by pooling their resources and wisdoms.

- To help teachers employ more effective methods of teaching.
- To help teachers get acquainted with modern techniques in education.
- To broaden the mental outlook of teachers.
- To upgrade the teachers knowledge and understanding of the contents.
- To increase the professional efficiency of the teacher.
- To provide adequate professional training so as to make teaching-learning effective.

### **Training program**

As a result of various recommendations and researches many models of In-Service

Education for teachers came into existence.

- Orientation program for new teachers
- Refresher courses for teachers in general were made mandatory from the UGC
- Workshops
- Seminars
- Symposia
- Educational conferences
- Correspondence courses
- Short term courses

### **Innovations in inset**

We may have noted that over the year's verity of agencies and programs have been pressed into action for substantially enhancing the In-Service Education facility for teachers. It is observed that many new techniques for in-service training of teachers have been employed. Many programs have received widespread response from school and teachers. Besides these widely organized initiatives and programs of In-Service Education, there have been some other innovative measures and techniques for continuous professional development and support of teachers which have been adopts, adapted and practice from time to time by teachers and teacher education organizations other own initiative.

Notable among these innovative programs are,

- televised training of teachers
- National Integration camps

- Experimental Project
- Seminar Readings Programs
- Teachers Centre's

### **Televised training of teachers**

In 1975-76 the Indian Space Research Organization, All India Radio, Doordarshan and NCERT Centre for Educational Technology conducted a Satellite Instructional Television Experiment. Through this project in 1975-76, teachers in 2400 primary schools spread in six states were provided television in-service training. Similarly, 47,000 science teachers were also given special 12 days in-service education through the television network. At the moment the centre of Education Technology reaches to a large number of school teachers across the country through radio and television. The technique commands good value for training but due to technical and cost reasons it is yet to be fully harnessed for INSET.

### **National Integration camps**

It is a novel innovation in in-service education which has been introduced for primary school teachers. National integration Camps for primary teachers are organized in different parts of the country. Each camp is attended by primary school teachers drawn from different states and regions. In the camp, the teachers live together for some time and get exposed to the cultures and traditions of people living in different parts of India. During their stay in the camp they are formally oriented to the new trends in primary education and innovative practices adopted in different schools and states represented in the camp. The camp not only makes teachers learn from each other's experiences and cultures but also develops a feeling in them that they belong to a wider profession. The sense of isolation present among the primary teachers is also said to get dissipated through such camps to a great extent.

### **Experimental Project**

The program of experimental projects sponsored by the NCERT is a good source of innovation and experimentation in school education and indirect in-service education of school teachers. According to this program the NCERT invites from teachers ideas for experimentation and research in curriculum, classroom teaching, evaluation etc., selects those which have good potential for practice and provides financial support for executing these research and experimental projects in the schools. The NCERT provides training to teachers and other resource persons for helping them in formulating research projects and in carrying them out successfully. The program, though conducted on a limited scale, has the potential of developing teacher ability to take initiatives; enhancing his self-confidence and pride; and encouraging the much demanded phenomena of experimentation in various aspects of the teaching – learning business by the teachers.

### **Seminar Readings Program**

The Seminar Reading program started in 1974-75 is also sponsored by the NCERT. Though it is not an in-service education program as such, it provides a platform for exchanging new ideas, experiences and practices followed by teachers, principals and teacher educators to tryout useful innovations prepare their systematic reports and present their experiments, creative thinking and researches to their fellow professionals for discussion and dissemination. The main

focus of the program is on teacher education for promoting professional growth and development, and commitment among teacher educators. As per the program, each year paper in creative ideas, experiences, experiments and innovations in teacher education and development are invited by the NCERT.

### **Teacher' Centre's**

Teachers' Centre's are those decentralized places where groups of teachers of a small area meet together frequently both formally and informally, discuss their curricular and teaching problems, exchange ideas, develop curriculum and related material, attend formally organized in-service programs and activities, use various resources available at the Centre which help them in discharging their professional responsibilities and seek consultations from other members of their community with regard to their classroom and other problems.

### **Conclusion**

The contribution of higher education to manpower development and through it to national development in India is an established fact. The role of teachers is no longer classrooms; on the contrary, a teacher plays a multidimensional role and as the academic leader of the society. The Internal Commission on Education laid greater emphasis on the four pillars that it proposes and describes as the foundations of education. Teaching is not a profession but a mission; teachers are the Change Agents of Education sector in particular and society in general.

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