



# CHAPTER - I



## CHAPTER – I

### INTRODUCTION

1.1	INTRODUCTION	1
1.2	NEED AND IMPORTANCE OF TEACHER EDUCATION	5
1.3	TYPES OF TEACHER EDUCATION PROGRAMME	8
1.4	MODERN TRENDS IN TEACHER EDUCATION	9
1.5	IN-SERVICE TEACHER EDUCATION : CONCEPT AND NEED	12
1.6	HISTORY OF IN-SERVICE EDUCATION	16
1.7	LINKAGE FOR IN-SERVICE TEACHER EDUCATION	19
1.8	EMERGENCE OF DIET	20
1.9	THE FUNCTIONS OF D.I.E.T	22
1.10	DIET AT A GLANCE	23
1.10.1	IN-SERVICE TEACHER EDUCATION PROGRAMME	24
1.10.2	OBJECTIVES OF IN-SERVICE EDUCATION	24
1.10.3	GENERAL GUIDELINES FOR THE ORGANIZATION OF IN-SERVICE PROGRAMME	25
1.11	RATIONALE OF THE STUDY	27
1.12	STATEMENT OF THE PROBLEM	32
1.13	OBJECTIVES	32
1.14	DEFINITION OF THE TERMS	33
1.15	RESEARCH QUESTIONS	35
1.16	DELIMITATION OF THE STUDY	35
1.17	SCHEME OF CHAPTERIZATION	36

## 1.1 INTRODUCTION

Education has been considered an important instrument for national development of any country. Educational activities can solve national problems and achieve national goals. It plays an important role in improving national economy. Schultz (1959, 1961) found that expenditure on education is not consumption but an investment resulting in "increased capacity of labour to produce material goods". The researches have indicated that the rate of returns to investment in education is higher than the rate of physical capital (Hansen 1963, Backer 1964, Blang 1967, Carnoy 1967). Education plays a vital role in bringing social and political changes. Most social and religious reforms in India were brought through education. Some of the evils removed from the society were: child-marriages, infanticide, sati-pratha, untouchability, etc.

This may be evident that education plays a significant role in national development. However, the rapidness of development depends on the standards of education in the country. Teacher is the most vital component in the educational system. The importance of education has been known and recognized by the human society since ages and every society has to ensure that research and development should be a continual process in the field of education. Prosperity and education go hand in hand; it is a matter of grave concern that even today India is rated among the countries with very high illiteracy rates. No wonder, India is also rated as one of the poor nations although it has abundance of manpower and natural resources. Centuries of sub severance foreign rule has not only squeezed all the wealth from India but has also kept the masses well insulated from education with very little efforts made in the direction of improving the standard of education both quantitatively and qualitatively.

However, the Universalisation of Elementary Education (UEE) has been one of the most important goals of educational development in India since independence. It found expression in Article 45 of the Indian constitution as a Directive Principle of State Policy. It reads under the caption Provision for free and compulsory education for children: "The state shall endeavour to provide, within a period of commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years". In other

words this task should have been completed by 1960. However this could not be accomplished on account of several problems such as the rehabilitation of displaced persons after partition and paucity of resources. As a result the target date had to be revised first to 1970, then to 1976 and later on to 1990. The target date, according to the National Policy on Education, 1986 (NPE) was 1995. It reads as: "The new education policy will give the highest priority to solving the problems of children dropping out of the school and will adopt an array of meticulously formulated strategies based on micro planning, and applied at grass-root level all over the country, to ensure children's retention at school. The effort will be fully co-ordinated with the network of non-formal education. It shall be ensured that all children who attain the age of about eleven years by 1990 will have had five years of schooling or its equivalent through the non-formal system. Likewise, by 1995 all children will be provided free and compulsory education up to fourteen years of age." The Revised National Policy on Education, 1992 (NPE), has further revised the date. It states, "It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to fourteen years of age before we enter the twenty first century. A National Mission will be launched for the achievement of this goal." Alas! This goal is also elusive. The following tables illustrate the progress in primary education:-

**TABLE NO. 1.1**  
**SEX-WISE ENROLMENT AT PRIMARY STAGE**

(In million)

Year	Class I to V			Class VI to VIII		
	Boys	Girls	Total	Boys	Girls	Total
<b>1950-51</b>	<b>13.8</b>	<b>5.4</b>	<b>19.2</b>	<b>2.6</b>	<b>0.5</b>	<b>3.1</b>
1960-61	23.6	11.4	35.0	5.1	1.6	6.7
1970-71	35.7	21.3	57.0	9.4	3.9	13.3
1980-81	45.3	28.5	73.8	13.9	6.8	20.7
1990-91	57.0	40.4	97.4	21.5	12.5	34.0
<b>2000-01</b>	<b>64.0</b>	<b>49.8</b>	<b>113.8</b>	<b>25.3</b>	<b>17.5</b>	<b>42.8</b>

[Source: Selected Educational Statistics, 2001]

The total enrolment at primary stage (Class I to V) during the period 1950-51 to 2000-01 increased by 5.93 times; The total boys enrolment at primary stage (Class I to V) during the period 1950-51 to 2000-01 increased by 4.64 times; while for the girls, the increase was 9.22 times. At the upper primary stages (Class VI to VIII) the increase during this period was more than 13.81 times. The total boys enrolment at upper primary stage (Class VI to VIII) during the period 1950-51 to 2000-01 increased by 9.73 times; while that of girls; the increase was more than 35 times, which is quite appreciable.

**TABLE NO. 1.2**  
**NUMBER OF RECOGNISED PRIMARY SCHOOLS**

Year	Primary	Upper Primary
<b>1950-51</b>	<b>2,09,671</b>	<b>13,596</b>
1960-61	3,30,399	49,663
1970-71	4,08,378	90,621
1980-81	4,94,503	1,18,555
1990-91	5,60,935	1,51,456
<b>2000-01</b>	<b>6,38,738</b>	<b>2,06,269</b>

[Source: Selected Educational Statistics, 2001]

From the above table one can see that number of primary and upper primary schools increased year by year. In 1950-51, there were 2,09,671 primary schools, while in 2000-01 primary schools increased three times and the number went to 6,38,738. In the same way upper primary school also increase year by year.

**TABLE NO. 1.3**  
**NUMBER OF TEACHERS IN DIFFERENT TYPES OF SCHOOLS**

(In thousand)

Year	Primary			Upper Primary		
	Male	Female	Total	Male	Female	Total
<b>1950-51</b>	<b>456</b>	<b>82</b>	<b>538</b>	<b>73</b>	<b>13</b>	<b>86</b>
1960-61	615	127	742	262	83	345
1970-71	835	225	1060	463	175	638
1980-81	1021	342	1363	598	253	851
1990-91	1143	473	1616	717	356	1073
<b>2000-01</b>	<b>1221</b>	<b>675</b>	<b>1896</b>	<b>820</b>	<b>506</b>	<b>1326</b>

[Source: Selected Educational Statistics, 2001]

Table no. 1.3 gives the growth in the number of teachers over the years in the primary and upper primary schools. The number of male teachers in primary schools has increased by 2.68 times while the number of female teachers has increased more than eight times. In case of male teachers in upper primary schools has increased more than eleven times; while the number of female teachers has increased by 38.92 times. This shows that number of female teachers has also considerably increased in last few decades.

Keeping in view the basic and most important immediate goals of UEE and adult literacy (especially between the ages of fifteen to thirty five years) the parliament adopted a NPE in May'86, followed up by Programme of Action (POA), approved for its implementation in August'86. The NPE, 1986 states the goals for UEE and eradication of illiteracy as below:

It shall be insured that all children who attain the age of about eleven years by 1990 will have had five years of schooling, or its equivalent through the non-formal system. Likewise, by 1995 all children will be provided free and compulsory education up to 14 years of age (NPE-5.12). NPE also states that the new thrust in education would be on substantial improvement in the quality of education besides universal enrollment and retention. However, the quality improvement goal is open and it is also reflected in the Article 51A of the Constitution of India, which lists as one of the fundamental duties of every citizen: "To strive towards excellence in all spheres of individual and collective activities so that the nation constantly rises to higher level of endeavour and achievement." [District Institute of Education and Training (DIET), Guideline'89] Thus, besides UEE, pursuance of excellence has to be the other guiding principle in the area of elementary education. Various committees, commission and NPE (1986) and National Literacy Mission (NLM) are busy in formulating strategies to provide better educational opportunities at the elementary level as well as adult education level in order to achieve the above stated objectives of our NPE. Nevertheless, a teacher continues to be the most important link in the educational chain and hence has the most important impact on the quality and quantity of this input bears maximum weightage over the development of education in any country. Therefore, it is very important that all efforts are made to ensure the best quality. This makes education of teachers as one of the most

important aspects of any educational planning. The training for the teachers is first given before he/she takes up the profession i.e. Pre-service training, then a training is given at the time of his/her joining the school i.e. induction training and last but not the least is the training given during the tenure of his/her services as a teacher i.e. in-service training. Pre-service training or the training being given to the individual before joining the school is given in any of the teacher training colleges where the would-be teacher is exposed to psychological, sociological, philosophical and technological principles of teaching, which helps in developing a basic insight into the profession and develops the key skills used in the teaching-learning process. The induction training is imparted at the time of joining the school, which helps the teacher to settle down with his new profession in the real classroom situation. This period of induction is not recognized as period of teacher education in India. The in-service education and training or the training received by the teacher during his professional career is the longest and relatively more important than the other two phases of teacher education. In-service training means all education and training received by teachers and other related personnel after joining an educational institution that further develops their knowledge in his/her subjects and allied discipline.

## **1.2 NEED AND IMPORTANCE OF TEACHER EDUCATION**

Teachers in India are assuming new roles for which the traditionally designed teacher training programmes would not prepare them adequately. The expanded function of education in India has to be directly linked with national development. Therefore, it requires broadening and deepening of the teachers knowledge and understanding about themselves so that they understand the nature of the Indian society, as it has evolved from the past, as it is today and as it is likely to develop in the future; the integral relationship between education and society with specific reference to the contemporary socio-cultural, political and economic issues, and the multidimensional nature of teacher's role as catalytic agent in the society. Therefore (a) The teacher has to see himself not only as a prime source of knowledge but as an organizer of learning and learning experiences, (b) Teacher is a transmitter of culture, builder of character and personality of the

children, (c) Conveyer of moral and ethical values, a guide and counsellor, inspirer for social change and (d) An architect of future of the nation.

To perform all these roles successfully, the teacher has to possess following attributes (Mangla, 2000) :

- 1)** Academic competence for teaching.
- 2)** Ability to appreciate and understand the changing needs of the society in this scientific age.
- 3)** Understand the psychological basis of education and the factors, which influence it.
- 4)** Professionally he should acquire ability to evolve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.
- 5)** Develop positive attitude towards teaching as a profession and create self confidence as a teacher.
- 6)** Understand development needs of the children at various stages of their growth.
- 7)** Inculcate appropriate professional behaviour along with knowledge of existing system of education and education policy.
- 8)** Above all the teacher has to develop patience impartially.

Thus, validity of teacher education has led to some innovations in its various aspects to work out strategies for planning and implementing innovation programmes by making themselves familiar with the areas for innovations, process and skill of innovating new ways and methods of teacher education. Some important areas are:-

- 1)** Improvement in students teaching through micro-teaching techniques, introduction of internship in teaching programmes, organization of joint supervision guidance and evaluation of student teachers by subject specialists, education staff and practicing classroom teachers.
- 2)** Improvement in the methods of teaching used by teacher education institutions through introduction of novel approaches like team-teaching,

workshop-in-teaching, seminars and discussions, systematic evaluation as an integral part of the teaching learning process.

- 3)** Introduction of alternative programmes of education and training of teachers such as four years integrated teacher education programme, correspondence courses, condensed courses and in-service programmes of teacher education.
- 4)** Planning and organizing professional orientation of teachers of higher education.
- 5)** Planning and implementation of strategies in non-formal education by teacher educators.
- 6)** Devising programmes of staff development through continuing education of teacher educators.

In teaching learning process, a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counseling the students, organizing co-curricular activities, participate in community programmes, diagnose and identify students problems etc., together with activities which are intrinsic to teaching and learning. This needs perfection in academic and professional preparation of teachers and teacher educator. So the need and importance of teacher education is as follows:

1. To educate teachers in organizing learning resources so that they can identify and design how to use a variety of appropriate teaching learning resources from the environment, community, media, Audio Visual (A.V) aids and self learning materials.
2. To accomplish them for effective curriculum teaching strategies like developing episodes, lessons plans, instructional units, sequences etc., through inquiry, discovery, problem solving, projects, discussions, dialogue or lecture.
3. To qualify them to conduct effective interaction during classroom teaching to promote individual and group learning.
4. To educate them to evaluate the outcomes of learning by planning and conducting a continuous-comprehensive evaluation of the teaching learning process through appropriate tools and techniques.

5. To make them sufficient to implement compensatory education programmes for the disadvantaged learner through organizing and participating in remedial instruction, tutorials, special coaching etc.
6. To make them competent to cater to the special needs of disabled and gifted children.
7. To educate them to organize and guide a variety of co-curricular activities designed to facilitate the all round development of the learners.
8. To prepare them adequately to guide students in solving their learning, occupational and personal problems and also participate in other student support activities.
9. To prepare them to participate in and contribute to parallel and complementary educational service systems like non-formal education, adult literacy, workers education etc.
10. To make them proficient to develop in students, the qualities of democratic citizenship like tolerance, concern for others, co-operation, responsibility, commitment to social justice etc.
11. To prepare them to promote environmental consciousness, secular outlook, scientific temper and cultural pursuits in the students and in the community.
12. To endow them the quality to organize and participate in programmes of community service and development.

### **1.3 TYPES OF TEACHER EDUCATION PROGRAMME**

The professional preparation of those students who want to enter the profession of teaching, teacher education prepares them for attaining the national goals of education for all, to preserve the continuity of traditions, to fulfill the actual needs of contemporary society and to meet the challenges of the uncertain future, through education. Education deals with human beings who have intellect, emotions and conscience; it is not something static but is a dynamic process; it is development of human personality, and for human development direction is needed from an educative agent. Thus it is the teacher education which prepares the teachers among those who want to join this profession through

higher order professional equipment for guiding the pupils through the process of discovering, analyzing, and synthesizing educative experiences.

To maintain this there are various types of teacher education programmes:

- 1) Pre-service teacher education for those who after graduation or post-graduation decide to enter this profession and take up teacher education courses in teacher education colleges.
- 2) In-service teacher education, which is a regular programme of educating those teachers who are already in teaching profession and want to upgrade their knowledge and skills, is the education for professional growth of in-service teachers.
- 3) Distance teacher education is another mode of teacher education for in-service teacher, but for those who have not done Bachelor of Education (B.Ed.) before joining the teaching profession. Previously it was also known as correspondence teacher education, but now the nomenclature is changed to distance teacher education.

#### **1.4 MODERN TRENDS IN TEACHER EDUCATION**

The teacher is the principal agency for implementing educational programmes at various levels. Although his main role is and will be teaching and guidance of his pupils, he has to promote research, experimentation and innovation. Teachers have to play a pivotal role in extension and social service and have to participate in the management of various services and activities which educational institutions undertake for implementing their programmes.

Professional or pre-service training of teachers is a prerequisite in all parts of the country. Most of these institutions suffer from inadequate resources--human, physical and academic to provide good professional education. In many universities curricula are not made up to date and teaching practices are perfunctory to a great extent (Sharma, 2004). In view of the emerging roles of teachers under NPE, it has been envisaged that both pre-service and in-service courses for teachers should be developed and organized at the DIET level. These teachers also include the personnel working in non-formal and adult education programmes. The programmes of an Elementary institution would include (POA, 1992):

- 1)** Pre-service and in-service education of teachers for the formal school system.
- 2)** Induction level and continuing education of non-formal and adult education instructors and supervisors.
- 3)** Training and orientation of heads of institutions in institutional planning and management and micro-level planning.
- 4)** Orientation of community leaders, functionaries of voluntary organizations and other influencing school level education.
- 5)** Academic support to school complexes and District Boards of Education.
- 6)** Action Research and experimentation work.
- 7)** Serving as evaluation centre for primary and upper primary schools as well as non-formal and adult education programmes.
- 8)** Provision of services of resources and learning centres for teachers and instructors.
- 9)** Consultancy and advice, for example, to District Boards of Education(DEB).

Steps have already been taken for identifying and setting up of the DIETs and recruiting suitable personnel as Heads and Staff Members of these institutions. These personnel would be trained and reoriented in cooperation with National Council of Educational Research and Training (NCERT), State Council of Educational Research and Training (SCERT), National Institute of Educational Planning and Administration (NIEPA), University Departments of Education and Advanced Teachers Training Colleges. The AE/NFE resource units would be an integral part of DIETs for which additional staff would be appointed with the Central Government assistance. Facilities of latest technologies would be provided at DIETs, and the faculty members would be encouraged to develop learning resources and media programmes and should also improvise their own instructional materials.

The Colleges of Teacher Education would continue to prepare teachers for secondary schools, and the Universities in cooperation with National Council of Teacher Education (NCTE) would exercise responsibility for their academic matters, e.g. conduct of examinations, award of degrees and ensuring the

quality of secondary teacher education institutions. These institutions would also be entrusted with continuing education programmes for secondary teachers. Some colleges of Teacher Education would be developed as comprehensive institutions for organizing programmes for primary teacher education and possibly, four year integrated courses after higher secondary stage, in addition to usual B.Ed., Master of Education (M.Ed.) Courses. These comprehensive institutions would also be provided with facilities and staff for undertaking research and for supplementing the efforts of SCERTs. Good colleges and Departments of Education would be given autonomous status in order to promote innovations and experimentation. The Institutes of Advance Study in Education (IASEs) and Colleges of Teacher Education (CTEs) would also work more intensively in the areas of in-service and pre-service training, research, publication of materials, etc.

The SCERTs would be required to play a very crucial role of planning, sponsoring, implementing, monitoring and evaluating the in-service education programmes for all levels of teachers, instructors, supervisors and so on. The needs for in-service education of these personnel would arise from change of national goals, revision of school curricula, new inputs in teaching-learning system, improving background of teachers, etc. The SCERTs would also prepare suitable materials for in-service education of teachers, undertake orientation of key-persons monitoring and evaluation of programmes.

Since all in-service education programmes cannot be organized in face to-face modality, especially in view of the numbers involved, distance in-service education should be provided with the help of broadcasting agencies SCERTs would be equipped with necessary resources for production of learning materials other than print. Minimum essential equipment to record audio and video programmes would be provided to each SCERT. The comprehensive colleges of education, IASEs, CTEs and DIETs would also be provided production facilities in a phased manner. Experiences especially those of voluntary organizations should be drawn upon in designing courses, developing materials and modalities for in-service education.

The POA (1986) has also visualized that a separate cadre would be created for appointment of personnel in SCERTs, Teacher Training Colleges and DIETs. These selected persons would be given various incentives, better service conditions and continuing education. There would also be interchange of teaching and teacher education personnel. The NCTE has to be strengthened to meet the emerging challenges and be conferred autonomous as well as statutory status. The curricula for teacher education programmes should be revised in the light of the new policy thrusts and with emphasis on integration of education and culture, work experience, physical education and sports, unity and integration of India, planning, management, educational technology, etc. are emerging areas of importance bearing impact on curriculum development, innovations, research and experimentation. Besides, need-based printed materials, modern media and methods would be utilized to an increasing extent for improving competence of the personnel.

### **1.5 IN-SERVICE TEACHER EDUCATION: CONCEPT AND NEED**

There is a need of some sort of provision which may make the teachers up-to-date with respect to the knowledge of his subject of teaching, methods and techniques and innovative ideas in each sphere of his academic life. For the sake of this reason, the idea of in-service education has emerged.

In-service education may be defined as continuing education of teachers and other educators which commences after initial professional education is over, and which lead to the improvement of professional competence of education all throughout their careers. In other words, in-service education is designed to promote the continuous development of profession by providing of the teacher after he enters the teaching profession by providing planned and systematic instruction within an educational setting. The term in-service education is commonly used to denote planned efforts to promote the professional growth and development of teachers. In-service education includes all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Teacher education institutions can extend their services out side their premises either through the visits of their staff for consultations, lectures, or conducting courses, or through

lending of books and equipment. Such services are also called as 'Extension Service' because these are extended beyond the physical limits of an institution and aim at promoting the professional growth of teachers by adding to their repertoire of skill and knowledge.

In-service teacher education has variously been defined by different Educational Theoreticians. According to Buch (1968), "In-service education is a programme of activities aiming at the continuing growth of teachers and educational personnel in-service". It may be regarded as the sponsoring and pursuing of activities which will bring new insight, growth, understanding, and co-operative practices to the members of teaching profession and arouse them to take action to improve themselves' in every possible manner. In other words, it may be regarded as including all activities and experiences participated 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 mature as professionals.

Siddiqui (1991) defined In-service Teacher Education as "all those activities and courses which aim at enhancing and strengthening the professional knowledge, interest and skills of serving teachers."

This definition has the following significant components:

1. Professional knowledge.
2. Skill aspect.
3. Attitude towards profession.
4. A code of conduct or ethics of profession.
5. Professional skills, Such as administrative skills, management skills, organizing skills, leadership skills, etc.
6. Interest in teaching profession.
7. Course refers to the provision of such experiences based on sound pedagogical and empirical considerations as well as related to research findings.
8. Activities, such as seminars, symposium, workshops, discussion, brain storming, etc.

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 may maximize their pupil's learning and, in turn, derive maximum inner satisfaction and sense of achievement.

The need for in-service education of teachers was recognized as early as 1904 in Lord Curzon's Resolution on Educational Policy. Secondary Education Commission (1952-53) was more specific in recommending the programme of extension services to provide in-service education to secondary school teachers.

NCERT promoted experimentation in the classroom instruction by teachers through extension services departments. In 1964 State Institute of Educations (SIEs) were established to organize in-service education for primary teachers. Today SIEs/SCERTs are main agencies for planning, implementing and monitoring in-service education at state level. At district level DIETs are performing pace-setting role for training and orientation of elementary school teachers, Headmaster, and Supervisors.

Although pre-service teacher education and in-service teacher education are given at different stages of education, they have to be planned and executed as two essential constituents of a single internal system, neither being complete without the other. In fact, in-service education follows a full-fledged face-to-face regular pre-service education, which enables a person to enter a teaching career. In-service teacher education is a form of movement, in which all teachers, teacher educators and administrators participate enthusiastically and enjoy this activity. A well designed, carefully planned and properly executed system of in-service training programme in our educational system is need of the hour (NPE 1986). Accordingly, it should have the following considerations:

- (1) The pre-service teacher education programme which merely leads a prospective teacher to the profession of teaching is never completed if it is not supplemented by periodic in-service programmes due to faster changes in content areas, pedagogical science, changes in socio political scenario, and job expectations of teachers. Therefore, pre-service programmes need

to be examined, confirmed, rejected, modified or reinforced on the anvil of experience of the real teaching-learning situation, and the developing maturity of the teacher.

- (2) In the beginning teacher needs support and guidance during the period of transition from the supporting culture of pre-service education to the actual problems of the school; otherwise teacher falls back for mere survival to the routine ways.
- (3) In-service education of the teachers becomes all the more necessary, not only in view of the advancement in knowledge of the subject teacher teaches but also due to experiments and innovations in the field of pedagogy and the skills required to adopt those innovative practices. Periodic adoption of new education policies and consequent changes in the curricula and instructional materials also necessitates in-service education problems for teachers in order to enable them to handle the new materials with ease and effectiveness.
- (4) A teacher can make his teaching more interesting and effective with the help of teaching aids, produced with ever-developing technology. He needs to be trained and retrained periodically in the production and use of appropriate audio-visual aids.
- (5) A teacher has to handle special groups of children like the disabled, the backward, the gifted, the socially disadvantaged and the economically deprived. In the pre-service education programme, such knowledge is given theoretically but in-service education programme further equips the teachers with necessary practical skills to handle such children.
- (6) In-service education brings into focus the desirability of a teacher to always be a learner during his professional life, thus avoiding obsolescence, fossilization and irrelevance of knowledge.
- (7) The teachers could be made abreast of global perspectives regarding changes in the ideas about the theory and practice of education in different countries, which may help them to give a fresh look at their own thinking and working styles.

## 1.6 HISTORY OF IN-SERVICE TEACHER EDUCATION

Extension Services were started in Europe as extramural departments in early eighteenth century. After a gap, the services changed its nomenclature and called workers education department. Birkbeck College was an output of these efforts. The objectives of this education were to propagate "secular", "scientific" knowledge to once imparted by church.

In India Buddhists were perhaps the first to start evening classes for imparting 'useful' knowledge. It was presumed in those days that all monks had to learn an extra trade of 'secular' skill. Certain trades were organized on family basis like oil pressures, gold smith, carpenters etc. and improved knowledge were transmitted with in family circles. In old days people extended their education in the community through different media such as fairs and festivals, yatra (pilgrimages) community discussion, folk stories (katha) etc. were strong means of providing education. But of course what we mean by in-service education of teachers in the professional sense is a development of recent times.

The need for regular programme of in-service education was stressed in subsequent reports of various commissions in 1918, 1929, 1937, and 1944. After independence, the Government of India paid attention to improvement of standard of education. In 1949, University Education Commission (Radha Krishanan Commission) recommended that "the scheme of refresher courses could be made a real success if the authorities of schools and colleges and the Government Education Department made certified attendance at University refresher courses, one in every four or five years, a qualification for promotion". In 1950, the first conference of the Principals of the training colleges at Baroda recommended, "to ensure continued professional growth of trained teachers and to prevent their laps into unprogressive methods, refresher courses, both general and special should be organized.

Secondary Education Commission (1953) was more specific in recommending the programme of extension services of secondary teachers, "The teacher training institutions should accept its responsibility for assisting in this in-service stage of teacher training. Among the activities which the training college should

provide or should collaborate are (i) refresher courses (ii) short intensive courses in various subjects (iii) practical training workshops and (iv) seminar, workshops and professional conferences".

As a result of various International Project Teams and Third conference of principals of training colleges All India Council for Secondary Education was established in 1955, with the objective to promote in-service to secondary teachers in a well planned and organized way. In 1959, the character of all India Council for Secondary Education was changed, "The Directorate of Extension Programme for Secondary Education (DEPSE) was established by Ministry of Education, Government of India (GOI). All extension services centres were taken over by DEPSE. In 1961, NCERT started and DEPSE became one of the departments of this new organization renamed as field services. During this long span of time approximately one third training colleges had extension service centres. Practically these centres cope up with in-service demands. Extension services centres have worked hard with full enthusiasm, zeal and developed an image in the field of in-service education. But these centres have had some shortcomings of their own, some of these are as follows:

**First**, there was variation on the duration of in-service training programmes, which ranged from three days seminars to ten days courses.

**Secondly**, most of these courses have been organized during, school hours, as a result of which the school routine is disturbed.

**Thirdly**, the extension service centres made no provision for follow up.

**Fourthly**, feedback to the organizer is not ensured.

**Fifthly**, the extension service centre's programmes have concentrated much on the techniques of teaching when content knowledge has changed in quantum.

To minimize these, many schemes have been suggested. Continuing education is one of them. In 1977, NCERT established a special cell for continuing education in the country. Most of the continuing education centres were located

in academic colleges with a few exceptions; these centres were established on the recommendation of the SIE's with the concurrence of the NCERT.

With the inception of the centres for continuing education the financial assistance to the extension centres of the country was discontinued though their role is totally different than continuing education centres. Extension Service Centres were handed over to state education department, where as others have not taken any stand. The result is that the extension service centres remain on paper.

Centre of continuing education is the baby of the Philosophy of Summer Institutions in science, a scheme launched in collaboration between the NCERT., the NCTE and the University Grants Commission (UGC) in the early sixties, where a very small number of teachers were being trained during summer vacation. The need for more effective and economical way of training was on a continuing basis. The scheme had certain plus points, they were: (1) it endeavors to upgrade the content knowledge of school subject in teachers, (2) it is an on going activity and hence there would be no disturbance to school routine. (3) free and leisure time of teachers is gainfully used for their own professional growth, (4) expertise in school subject is made available to teachers from colleges staff, (5) these centres are located in graduate and post graduate colleges where laboratories are well equipped and facilities are available, (6) centres checkout their programmes on the direction of State Advisory Board (SAB) and local advisory committee.

But later on a number of problems crept in and finally the scheme was abandoned from 1989. There were certain reasons for this discontinuation of scheme such as financial, coordination between academic colleges and school teachers, lack of knowledge on pedagogical part, lack of faith in in-service education among college staff and certain complexes at these levels.

NPE (1986) stressed in-service education of teachers at all levels very strongly. It suggests, "The Teacher education is continuous processes and its pre-service and in-service components are inseparable. As the first step, the system of teacher education should be over hauled". This policy statement emphasized

the attachment of in-service programme with the training colleges. An equal weightage is given for in-service education with pre-service education.

In the light of NPE (1986), Programme of Massive Orientation Scheme for Teacher (PMOST) was in practice. About five lakhs of teachers were oriented under this scheme; several camps during summer vacation were organized for primary and secondary school teachers. These participants were exposed to new thrusts envisaged in the policy. The enthusiasm shown by nation in this regard is highly appreciable. Teacher, recourse persons, key persons and administration had worked hard. During implementation of NPE (1986), a POA was planned, which was time bound direction for implementation. The other point as suggested in the policy was "The new programme of teacher's education emphasized continuing education and the need for teachers to meet the thrusts envisaged in the policy". It is realized in NPE (1986), that there should be smooth machinery, which coordinates in-service education of the teachers at primary level. Looking to the large number of primary schools and teachers, this work can be assigned to district level institutions. In view of it, the DIETs have been established. There is provision of in-service education and pre-service education in cell in each DIET with one senior member as its Head. This cell will look after the training and in-service education aspect of the teachers of primary level of the entire district. It is expected that these institutions will provide in-service education of the elementary level effectively.

### **1.7 LINKAGE FOR IN-SERVICE TEACHER EDUCATION**

The DIET will liberally draw upon the resources of and work as an implementing agency for the programmes and activities of various institutions in the state and nation. Not merely will every DIET establish a close and continuing dialogue with 'the field' (i.e. with elementary schools, school complexes, teachers, head masters, school supervisors, instructors/ supervisors/project officers of AE/NFE, and with District level officers in these three sectors), but will also establish close linkage with organizations and institutions at the national, state, divisional and district levels whose objectives and interests converge with its own. Some of these institutions would be as follows:

❖ **At the District Level:**

Non Government Officers (NGOs), institutions of higher education, secondary teacher education institutions, local Radio Station (wherever applicable), etc

❖ **At the Divisional Level:**

University Department, of Education, IASE, NGOs and other concerned organizations and institutions.

❖ **At the State Level-**

SCERT, State Institute of Management and Training (SIEMAT), State Resource Center (SRC) for Adult Education, NGOs and other concerned organizations and institutions,

❖ **At the National Level:**

NCERT, National Institute of Educational Planning and Administration, Centre for Cultural Resources and Training (CCRT), Directorate of Adult Education, Central Institute of Indian Languages, NGOs working in the elementary and adult education etc.

In specific terms, the linkage would be established through a meaningful and continuous dialogue in which institutions share problems, experiences, achievements, information and resources. The DIET may also work as an agency for implementing some of the programmes and activities of national and state level organizations.

## **1.8 EMERGENCE OF DIET**

Various commissions and committees appointed after independence have taken initiative in restoring the Indian education; its indigenous character and universal converge. The Education Commissions (1964-66) strongly pleaded for internal transformation of education of the nation, qualitative improvements in education so that the standards achieved were adequate and kept continually rising and became internationally comparable in a few sectors and the expansions of educational facilities on the basis of manpower needs with accent on equalization of educational opportunities. (Education Commission, 1964-66)

The NPE (1986) emphasized that the existing system of teacher education will have to be overhauled. A novel educational institution has been conceived and defined in the NPE (1986). To establish such an institution called DIET is the result of the determination for the improvement of teacher education at elementary level.

DIET's were established with the following objectives:

1. To provide highly enriched training to elementary school teachers and non-formal and adult education functionaries.
  2. To provide training to the grassroots and personnel of the education system.
  3. To provide facilities of qualitative improvement for the professional growth even of the lowest personnel.
  4. To provide facilities for the education of the deprived children, adults and other neglected members of the society.
  5. To develop educational curriculum, methodology and technology in keeping with the latest advancements.
  6. To make available the fruits of development to the lowest level worker without being hampered by distance and expenses within the district.
- DIETs will create a feeling of belongingness among the lowest workers of the field, i.e. the elementary teacher. They will create among these people the sense of being cared for and looked after. They will also generate a climate of 'ever welcome' for every worker, who will feel assured that he can consult and receive guidance and solve his problems, which are generally neglected by high officials for whom they are small and routine.

The new structure of DIET envisaged in the NPE (1986) has been a new landmark in the educational system based on the theme of decentralization of education. It shall have far reaching effect on the qualitative and quantitative improvement of the elementary education in the country. Considering the importance of this new concept the investigator felt it fit to discuss the various aspect of the DIET, such as characteristics, mission and role, programmes and activities, functions, linkage.

The NPE (1986) and the subsequent POA (1986) signified a new landmark in the educational development in India. The teacher has been paid the highest compliment. The teacher is the principal means for implementing educational programmes and of the organization of education. New roles have been expected from the teachers, like the statement "child centred and activity based process of learning should be adopted at the primary stage, has its implication that the teachers instead of acting as a disseminators of information would act more as mediator of learning. The emphasis is shifted from teaching to learning. Similarly, the concepts of equality of opportunity to all, not only in access, but also in the conditions for success," this brings another important role for teacher. There are other aspects also wherein teaching is now to provide prestigious leadership roles in policy implementation.

The new dimension of teacher's role arising out of policy thrusts, necessitates in-service education for teachers so that proposed reforms are understood by teachers and properly implemented. An education system has to be geared to the changing demands of the society. No system of education, however comprehensive in content and terms can meet these changing demands, unless the teacher, who is the driving force behind it, is fully equipped with academic and professional competency. Therefore, efforts must be made to reorient the system of teacher education from time to time. Considering these, NPE 1986 recommended opening of institutions at district level known as DIET, to provide the necessary support for the professional development of elementary teachers.

### **1.9 THE FUNCTIONS OF DIET**

The functions of DIET, as spelt out in the POA (1986) are as follows:

- 1 Training and orientation of the following target groups:
  - Elementary school teachers (both pre-service and in-service education).
  - Head master, Heads of school Complexes and officers of Educational Department, Instructors and supervisor of Non-formal and Adult Education.

- Members of DBE and Village Education Committees (VECs), Community leaders youth and other volunteers who wish to work as education activists.
- 2. Academic and resource support to the elementary and adult education systems in the district in other ways e.g. by (i) extension activities and interaction with the field, (ii) provision of service of a resources and learning centre for teachers and instructors, (iii) development of locally relevant materials, teaching aids, evaluation tools etc., and (iv) serving as an evaluation centre for elementary schools and programmes of NFE/AE.
- 3. Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education.

#### **1.10 DIET AT A GLANCE (As per DIET Guideline, MHRD, 1989)**

To carry out the functions, following academic branches have been recommended by the guidelines from Ministry of Human Resource Development (MHRD, 1989).

- 1) Pre-service Teacher Education (PSTE) branch
- 2) Work Experience (WE) branch
- 3) District Resource Unit (DRU) for adult Education and Non-formal Education.
- 4) In-service programme, Field interaction and Innovation Co-ordination (IFIC) branch
- 5) Curriculum, Material Development and Evaluation (CMDE) branch
- 6) Educational Technology (ET) branch
- 7) Planning and Management (PM) branch

As mentioned above, each branch has specific functions in its own field so as to achieve the basic objectives. Here Investigator has concentrated on fourth branch i.e. IFIC Branch. The IFIC branch is working in three fields i.e. In-service programme, Field interaction and Innovation Co-ordination. Here investigator has concentrated on in-service programme.

### **1.10.1 IN-SERVICE TEACHER EDUCATION PROGRAMME**

As per the 5<sup>th</sup> All India Educational survey (1992), about eighty seven percent of the teachers were trained i.e. undergone pre-service training course. However, in-service Training coverage has been extremely limited although the same is very important. NPE (1986) also stated that teacher Education is a continuous process, and it's Pre-service and in-service components are inseparable. Therefore the in-service Training programme occupies a very important position in the programme conducted by DIETs. Due to inadequate researches conducted on this in context of the NPE 1986, the ways of providing cost effective in-service training has not been established as yet, but based on the recommendation of Education Commission (1966), National Commission on Teachers (1985) and NPE 1988 as well as keeping in mind the enormous number of teachers, a balance has been struck as being desirable and feasible for every teacher to undergo. That is, the Training in the contact mode for minimum duration of two weeks (preferably three to five weeks) over a five years cycle through a single contact programme and regular professional meeting during the academic session at the school complex or teacher centre levels.

### **1.10.2 OBJECTIVES OF IN-SERVICE EDUCATION**

- To encourage and promote continuous improvement of the professional staff of the educational system. The teachers, headmasters, inspectors and administrators working in the field of education should be encouraged to acquire in order to develop their teaching efficiency and professional competence.
- To give the required help to the professional staff taking up new responsibilities on doing some experimentation in the profession for the improvement of the profession.
- To keep the professional staff abreast of recent development in educational theory and practice.
- To give guidance to the professional staff in solving problems related to their fields.

- To bring about a close relationship between the schools and the teacher educational institutions and other in-service agencies to know how far theory and practice go together for the improvement of education.

### **1.10.3 GENERAL GUIDELINES FOR THE ORGANIZATION OF IN-SERVICE PROGRAMME**

1. The starting point should be the identification of in-service Training needs of elementary school teachers of the district - short-term, medium-term and long-term, and for different groups e.g. primary teachers, upper primary teachers belonging to different disciplines, under qualified teachers, untrained teachers, teachers of minority institutions, teachers serving in tribal areas, etc.
2. Based on the above, a plan should be prepared for a five-year period working out how the above needs can be best met with the available resources. This plan should clearly indicate the extent to which responsibility in-service Training will be shared between the DIET, and the other institutions in the district.
3. Based on the above, a calendar of all programme (training, orientation, workshop, etc.) to be conducted in DIET over an academic year, should be prepared by the IFIC branch at least three months before commencement of the year. This calendar would include programmes of the following kinds:
  - a) 'Main' programme for primary teachers.
  - b) 'Main' programmes for upper primary teachers-if necessary, different programmes for teachers of different disciplines i.e. language, Science, Social studies, etc.
  - c) 'Main' programmes for headmasters.
  - d) Shorter, theme -specific programmes for the above target Groups.
  - e) Training programmes for heads of the school complexes and block Education Officers.
  - f) Training programmes for resource persons who would conduct "Main" or other programmes at centres other than DIET.
  - g) Induction Training programme for AE/NFE personnel.

- h) Annual refresher Training programmes for AE/NEF personnel, Orientation programmes for members of DBE, VECs, community leaders, youth and other educational activists.
4. Since the "main" programme would form the focus of in-service Training activity certain guidelines for them would be evolved at the national and state level. Based on this, every DIET would design its own set of "main" programme looking to local needs. Such programme would tend to have a common core, along with other components, which would be tailored, to meet the specific needs of the individuals/target group.
  5. The DIET will send its annual calendar programmes as soon as it is ready, to the District Education Officer (DEO) and managements of non-Government schools. The DEO/Managements will cause teachers to be sponsored for individual programmes, in such manner that the list of teachers sponsored for a particular programme will reach the DIET at least three months before its commencement. Teachers who have less than five year to go for retirement and trained teachers, who have joined service less than five years ago, may not be generally sponsored.
  6. Intake in a "main" programme may be kept 40-45 teachers, and in the some case over sponsoring may be done.
  7. For every programme to be organized in a DIET, a faculty member will be designated as a Course Director.
  8. As soon as the DIET receives nominations for a programme, it will send to every deputed teacher the following: -
    - a) A basic out line of the course
    - b) Relevant printed material
    - c) A questionnaire
    - d) Joining instructions
  9. The DIET should insist on receipt of the filled-out questionnaires at least a month before the commencement of the programme. The information so received should be quickly analyzed to ascertain participants' needs profile, and non-core part of the programme as also the methodology for the 'core' part should be designed accordingly.

10. Objectives/expected outcomes of every programme should be clearly spelt out in terms of trainees' knowledge and skill levels, and attitude which it seeks to develop.
11. Participants should be treated not only merely as trainees but also as source persons for the programme, and their experience should be fully utilized to enrich the programme.
12. For every programme, two types of exercise should be conducted i.e. (a) Participant Evaluation, and (b) programmes and Faculty Evaluation.

### **1.11 RATIONALE OF THE STUDY**

The present era is changing into new era very rapidly. Telecommunication, computer and other kinds of information technology have turned the whole world into a global village. Information about each and every event taking place in any part of country reaches other parts of that country and the rest of the world in a short time. Scientific and technological influences have brought about many significant changes in the society as well as in the world. Today, one must also think in terms of changes in values, perception, political interference in educational planning, changes in educational needs, cultural changes, and changes in teachers' role expectation by the society. All these changes require more and more knowledge to be imparted effectively to more and more people in less and less time. The sole responsibility lies on the shoulders of teachers. It is only teachers who can mould the character of society according to the societal needs of the day.

In the view of the above, the teachers must have desired theoretical knowledge, skill orientation, linguistic ability, pedagogical skills, management skill, accountability, impressive personality etc. For this, teachers have to be trained and their preparation depends on the teacher education curriculum.

Teacher education means programme of education, research or training for human resources, equipping them to teach at pre-primary, secondary, senior secondary stages of school education, non-formal/adult education and correspondence education through distance mode. The educational objectives focused on students' behaviour to be developed through specific learning

experiences. The curricula for teacher education were designed by NCTE to observe these changing objectives (Mangla, 2000). These teachers go into the field and apply the given knowledge in their real professional life. Moreover, there are changes in society, its values, norms, etc. The Field of technology is expanding day by day, secondly; a teacher can not be a computer. Once a certain amount of knowledge is fed, it will remain there in the mind of computer till it is diminished. But after a period of time, a teacher forgets whatever was taught to him during his training period.

It has been fairly established that education is a life-long process. Life-long learning should be the motto of every teacher. If a teacher stops learning, he degenerates into a bad teacher. This realization is at variance with the belief that education is a formal activity being conducted in the four walls of classroom, and also against the belief considering the end of education with the termination of schooling. Education is very broad and comprehensive activity commencing from the moment the child comes in to the world and terminating with his death (from cradle to grave). It is therefore, a force which exerts continuous influence on the growth of individuals.

Hence, there is a need for some sort of provision which may make the teachers up to date with respect to the knowledge of their subjects of teaching, methods and techniques and innovative ideas in each sphere of their academic lives. For this reason, the idea of in-service education has emerged.

In-service education may be defined as continuing education of teachers and other educators which commences after initial, professional education is over, and which leads to the improvement of professional competence of educators all throughout their career. The term in-service education is commonly used to denote planned efforts to promote the professional growth and development of teachers. In-service education includes all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Teacher education institutions can extend their services out side their premises either through the visits of their staff for consultations, lectures, or conducting courses, or through lending of books and equipment. Such services are also called as 'Extension Service', because these

are extended beyond the physical limits of an institution and aim at promoting the professional growth of teachers by adding to their repertoire of skill and knowledge. In the present days the horizon of knowledge is expanding at a tremendous pace and today's knowledge becomes outdated tomorrow. If teacher fails to keep up with the latest knowledge, teacher will be giving yesterday's knowledge to tomorrow's citizens. Therefore, if the teachers are to keep themselves up to date with the best and latest in their subjects and teaching methods, teachers have to learn throughout their professional lives. The in-service education and training programmes attempt precisely for the same.

The whole process of formal education begins with primary education, so it forms an important part of the entire educational system. Primary education extends from standard I to VII, generally covering the age group of 6 to 14 years. The education that child receives at this stage forms the foundation of physical, mental, emotional, intellectual and social development. Primary education is very essential for the all round development of an individual as well as that of a nation. So if one wants to ensure better quality of education and the progress of nation, one must strengthen its basis or foundation and for that primary education should be given highest priority and prime importance.

Recognizing the importance of primary education, the constitution of India has stipulated free and compulsory primary education for all citizens of the country without any kind of discrimination on the basis of caste, creed, sex, religion, etc. The GOI is committed to the goal of UEE and continuous, determined efforts have been made in that direction right from 1947, when the country attained her independence. The Education Commission (1964-66) has given a directive to state, to provide free and compulsory education for all children up to the age of 14 years. Infact, this was to be achieved by 1960, but due to certain reasons, adequate progress in primary education could not be made possible and the constitutional directive remained unfulfilled.

Operation Black Board (OBB) came up as a follow up of the NPE (1986) with a purpose to ensure provision of minimum essential equipments and facilities to schools. Minimum Levels of Learning (MLLs) was another outcome of NPE

1986. Realizing that efforts made so far to emphasize enrollment resulted in poor quality of education, a committee was appointed by the MHRD in 1990 and this committee laid down the minimum levels of learning for primary stage. Here MLLs refer to the competencies that a child is supposed to achieve at the end of a particular stage. The revised NPE (1992) gave a new scheme for achieving UEE with financial support from international agencies i.e. the District Primary Education Programme (DPEP), launched in 1993.

Thus, it can be clearly envisaged that number of commissions and committees appointed since independence, aimed at the attainment of UEE but the objectives of UEE was not achieved and final result was postponed every time. In spite of the constitutional directives and stringent measures taken during the last four decades, it has not been possible to achieve the target of UEE.

There has been a steady growth in primary education especially in enrolment and retention. But the quality of primary education remains a major concern before the nation, especially the teacher education programmes. In order to empower primary education at the district level, the NPE (1986) envisaged the establishment of DIET. Accordingly, the MHRD resolved to start 453 DIETs in our country. As per the DIET Guidelines (1989) twenty three DIETs were established in the State of Gujarat.

Realizing the importance of such training to primary teachers and other related personnel, the Government of India has taken positive steps in this regard by establishing DIETs. DIETs have been established in all districts and union territories to perform various functions, which ultimately help in improving the quality of primary education.

Establishing an institute is not enough for achieving the requisite results, but constant review of its performance in various areas, and taking corrective actions to achieve the desired goal is of prime importance. Review of related literature showed that more number of studies have been carried out in in-service teacher education but very few at primary level. Studies at primary level focused on the different aspects such as infrastructure of DIETs, human resource, effectiveness of programmes and functions of DIET as spelt out in the guideline. Therefore, it is important that studies are conducted from time to time mainly to assess the

achievements of DIETs in various related fields. Vadodara (**Appendix- I and II**), Panchmahal (**Appendix- III and IV**) and Narmada (**Appendix- V and VI**) DIETs are engaged in various kinds of in-service programme like Special Orientation Programme for Primary Teachers (SOPT), MLLs, Tarang Ulhasmai Abhyas Programme (TUA), Sarve Shiksha Abhiyan (SSA), Orientation Programme for Principal, Yoga Education, Value Education etc. (**Appendix- VII**). Jha (1996), Waghela (1998) and Mehta (1999) studied about DIET. Their major focus was evaluation of DIETs in Gujarat in general, and focused on in service Programmes. These studies were carried out from 1996 to 2000. As per DIET Guidelines (1989), each DIET should train 500-600 teachers annually, through its 12-14 programmes with a target group of 40-45 per programmes. If, in case, district is having more than 3000 teachers, two week programmes should be conducted. Ideally every teacher should update continuously by attending one in-service training programme in a span of five years to reciprocate the changing education demands. DIET organizes around 100 in-service training programmes in a year and around 4,000 teachers get benefit of it. DIET spends around twelve lakhs rupees per year for in-service education programmes for primary teachers (Annual Report, Vadodara, Panchmahal and Narmada DIET, 2005-06). When such a large amount is spent, it is worthwhile to study about such programmes. In-service education enhances the capability and competency of teachers, but this area has not been given adequate attentions by researchers (Yadav, 2002). When many personnel were engaged in organization of programmes, it is necessary to analyze the in-service training programmes with different aspects, like infrastructure facilities, problems and expectations of primary teachers, resource persons and teacher educators of DIETs and the selection of resource persons and theme of the in-service training programmes. Apart from these, utility of such programmes also needs to be taken care of.

The new structure of teacher education was set up in the light of the NPE (1986), in the country. New institutions like the IASEs, CTEs and DIETs were established under the centrally sponsored scheme of Teacher Education. The SIEs/SCERTs and University Departments were also recommended to be strengthened. But research component still continues to be the weakest area of their operation.

Many research and evaluation studies on the functioning and operationalisation, particularly on DIETs, supported this view (NCERT 2000, NIEPA 2001, and Yadav 2000). Therefore, there is need to develop the capacities of these institutions for conducting more-researches with a view to providing feedback for improving the quality of Education.

The Review Committee on National Policy on Education (1990), Central Advisory Board on Education (CABE) Committee (1992), and the National Advisory Committee (NAC,1993) have stressed the need for evaluating and strengthening DIETs for the improvement of primary education, especially in-service training.

All these observations necessitate the taking of urgent steps to evaluate the work efficiency of the in-service training programmes of DIETs in rendering and promoting qualitative improvement in primary education. Present study is a humble attempt to study in-service education programmes conducted at DIETs.

#### **1.12 STATEMENT OF THE PROBLEM**

##### **“A STUDY OF IN-SERVICE TRAINING PROGRAMMES CONDUCTED BY DIETs OF GUJARAT STATE”**

#### **1.13 OBJECTIVES**

1. To analyze the in-service training programmes in terms of
  - i. its objective
  - ii. its relevance to the emerging educational contexts.
  - iii. its content.
  - iv. its mode of presentation.
2. To study the infrastructure facilities available for implementation of various in-service training programmes at DIETs.
3. To study the problems and expectations of primary teachers, resource persons and teacher educators of DIETs regarding in-service training programmes.
4. To study the process of selection of resource persons and the theme of the in-service training programmes.

## **1.14 DEFINITION OF THE TERMS**

### **1. In-service Training Programmes**

In-service education of teacher is necessary to keep them abreast of the changes taking place in their professional environment and to develop their skills and attitude in the light of their changing role.

The objectives of providing in-service and continuing education to teachers could be summarized as follows:

- (i) To develop in every teacher, as far as possible, knowledge, skills and attitudes which may be necessary for him to function as a competent professional; and to implement the main components of educational policy, and
- (ii) To afford teachers, opportunities of professional growth suited to their individual background, aptitude, talent and choice. (DIET, Guideline, 1989)

Here, in-service training programme means a programme conducted by DIET to provide activities aiming at the continuous growth of teachers and educational personnel in service. It may be regarded as the sponsoring and pursuing of activities, which will bring new insight, growth understanding and co-operative practices to the teaching profession and encourage them to improve themselves in every possible manner.

### **2. Emerging Educational Contexts**

The role of the teachers is no longer confined to teaching alone. They need to be thorough professional, fully equipped with high academic standards, pedagogical and moral values. To prepare these kinds of teachers now teacher education has also made some changes according to the Emerging Educational Context. Emerging Educational Context is nothing but whatever the trends and innovations going on in the field of education. Now a day and in the last decades so many new ideas have emerged, e.g. MLLs, Joyful Learning, Learning Without Burden, SOPT, SSA etc. Along with these new concepts are also emerging in the field of education, e.g. Sex Education, Information and Communication Technology (ICT) in Education, Value Education, Reducing the Curriculum Load

etc. National Curriculum Framework (NCF, 2000) has quoted eighteen curricular concerns those are (1) Education for a cohesive society (2) Strengthening National Identity and Preserving Cultural Heritage (3) Integrating Indigenous Knowledge and India's Contribution to Mankind (4) Responding to the Impact of Globalization (5) Meeting the Challenge of Information and Communication Technology (6) Linking the Education with Life-Skills (7) Education for Value Development (8) Universalisation of Elementary Education (9) Alternative and open Schooling (10) Integrating Diverse Curricular Concerns (11) Relating Education to World of Work (12) Reducing the Curriculum Load (13) The Child as a Constructor of Knowledge (14) Interface between Cognition, Emotion and Action (15) Culture Specific Pedagogies (16) Development of Aesthetic Sensibilities (17) Continuous and Comprehensive Evaluation (18) Empowering Teacher for Curriculum Development and POA (1986) quoted ten core elements those are (1) History of India's Freedom Movement (2) Constitutional Obligations (3) Content Essential to nurture National Identity (4) India's Common Cultural Heritage (5) Egalitarianism, Democracy and Secularism (6) Equality of Sex (7) Protection of the Environment (8) Removal of Social Barriers (9) Observance of the Small Family Norms (10) Inculcation of the Scientific Temper. These eighteen curricular concerns and ten core elements are considered as an emerging educational context.

### **3. District Institute of Education and Training (DIET)**

The DIET is established to improve and enrich the academic equipment of the elementary school teachers, non-formal and adult education functionaries and other personnel at the lowest but improvement level of our educational system. An effective DIET will create an "ever welcome" climate for the educational grassroot personnel so that they feel assured that they can walk in there any time get in to a profitable dialogue and receive competent technical guidance under the real situation. (Bhargava, 1990)

### **4. Resource person**

Resource Persons means teacher, whose duties are concerned with advising on the way in which a subject should be taught and with providing materials to assist in its teaching. For the present study resource persons means persons

who are invited by the DIET for the in-service training programmes for educating the primary teachers. These resource persons are generally Lecturers, Readers or Professors from Department of Education of different Universities and Colleges of Education, Principals of Secondary or Higher Secondary schools, Principals of primary schools, personnel from Gujarat Council of Education Research and Training (GCERT), senior primary teachers and persons who are trained.

### 1.15 RESEARCH QUESTIONS

1. Are training programmes conducted with theme related to emerging educational context?
2. What is the content of in-service training programmes?
3. What are the methods adopted by the resource persons and teacher educators in in-service training programmes?
4. What are the infrastructure facilities available for the implementation of in-service training programmes?
5. What are the problems of teacher, resource persons and teacher educators regarding in-service training programmes?
6. What are the expectations of teacher, resource persons and teacher educators regarding in-service training programmes?

### 1.16 DELIMITATION OF THE STUDY

DIET is the result of the determination for the improvement of teacher education at elementary level. DIET has seven branches to perform its functions, out of these seven branches IFIC branch is important one. This branch provides training to teachers, headmasters, supervisors, inspectors, resource persons and also the persons engaged in the non-formal education.

In the present study researcher focused only on in-service training programmes organized for teachers of primary school. Here primary schools were limited to schools which are managed by the District Primary Education Committee and Municipal School Board of selected districts.

In-service training programmes were conducted at different places e.g. at DIET, at Block Resource Centers (BRCs), Cluster Resource Centers (CRCs). In this

study the sample has been selected from the teachers who attended at least two in-service training programmes at DIET centre itself in last two or three years. (i.e. 2002-03 to 2004-05)

The study was delimited to DIETs of central and south Gujarat. There are eleven DIETs in central and south Gujarat namely Ahmedabad Rural, Ahmedabad Urban, Anand, Dahod, Dang, Kheda, Narmada, Panchmahal, Surat, Vadodara and Valsad. The selection of the DIETs was on the basis of following criteria: (i) DIETs established before at least ten years (ii) Extent utilization of the budget, and (iii) Frequency of various types of in-service training programmes.

### **1.17 SCHEME OF CHAPTERIZATION**

The scheme of chapterisation in this study is as follows:

In the first chapter the investigator presents the introduction of teacher education and its present scenario, historical background and development of in-service education, need and importance of in-service education, agencies to carry out in-service education, the primary information about the DIETs and their emergence, functions and activities, the need of the study, statement, objectives and delimitation of the study, and lastly definition of the terms.

The second chapter gives details of the review of related literature with trends in researches, related studies, research gaps and future needs.

The third chapter deals with plan and procedure of the study, which includes research methods, sample, tools for data collection, data analysis.

The fourth chapter deals with the analysis of data in the context of the objectives.

The fifth chapter deals with the interpretation of data, major findings, discussion and suggestions for improvement in the working of DIET along with suggestions for further research work.