CHAPTER – I

INTRODUCTION

In a world shrinking fast into a global village characterized by knowledge, technology and industries taking off at top speed and information highways opening up new vistas of prospects, education is increasingly being perceived as a stake of crucial significance, capable of modifying the economic scenario and transforming the dream of millions of human beings for a better and higher quality of life into a reality. Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education result in the unfoldment of learners’ potentialities, enlargement of their competencies and transformation of their interests, attitudes and values. Recognizing such an enormous potential of education, all progressive societies have committed themselves to the Universalization of Elementary Education with an explicit aim of providing ‘Quality Education For All’. The quality and efficiency of school education assumes special significance within the larger framework of personal, social and national development. However, universal and quality elementary education is not still within the reach of every child upto fourteen years of age and is indeed a major challenge before the nation today. Critical attention is being paid to the relevance of a variety of important aspects like the quality of education imparted in schools, the learning environment, the school-community relationship and the professional preparedness of teachers. Only professionally well prepared and committed teachers can create an environment for joyful, activity-based and participatory learning, besides providing equal opportunities of success in learning attainments for every child. Teachers can act as trail-blazers in the lives of learners and in the process of education for development. If teachers acquire professional competencies and commitment and if they are enabled and empowered to perform
their multiple tasks in the classroom as well as in the school and the community in a genuinely professional manner, then a chain reaction can begun - starting with a sound teacher performance and culminating into a high quality learning among increasingly more students in cognitive, affective and psychomotor areas of human development. In this context, effective teacher education has a crucial role to play. In fact, it becomes a core condition to ensure high proficiency and quality of school education. In other words, effective school education anticipates effective teacher education.

1.1 TEACHER EDUCATION – HISTORICAL BACKGROUND:

Before examining the current scenario of teacher education in India, it would be desirable to trace its evolution and growth in our country. The first formal strides in the field of teacher education in India can be traced back to the 19th century. Under the East India Company, some private agencies namely, the Calcutta School Society, the Native Education Society of Bombay and the Madras School Society in the then three presidencies seem to have formally made attempts towards teacher education. These societies were receiving grants specifically for training of teachers in their schools. Later, Wood’s Despatch of 1854 brought significant recognition to teacher education. As a sequel to this Despatch, normal schools for training of primary school teachers were established in each presidency and the official acceptance of teacher training was made formal to become an integral part of Indian education system. The Indian Education Commission (1882), in the context of expansion and diversification of education system, laid emphasis on teacher training programmes both for elementary and secondary school teachers on the one hand, and recommended a separate programme for secondary schools distinctly higher in level, form and method, on the other. In addition to these, the Commission recommended separate training programmes for graduates and undergraduates. Afterwards, Lord Curzon laid emphasis on improvement of quality, and not quantity, at the university level; better control and improvement at the secondary level; and expansion and quality
at primary level through his ‘Resolution on Education Policy (1904)’, more commonly known as ‘Government of India Resolution, 1904’. Minto-Morley Reforms of 1909 was another milestone and as a consequence of this, the government passed another Resolution on Education Policy in 1913. It declared \textit{interalia}, that ‘...eventually under the modern system of education, no teacher should be allowed to teach without a certificate that he is qualified to do so’. Then, Hartog Committee (1929) made certain important recommendations for greater efficacy of training of teachers, teachers’ training institutions, recruitment, training and conditions of service of teachers. The Central Advisory Board of Education in 1943 adopted the teachers’ training programmes of varying durations. Setting up of Sergeant Committee in 1944 was a major event of educational significance, which among others, reiterated many recommendations with regard to teacher training viz. training of varying durations in respect of different categories of teachers, refresher courses for in-service teachers, provision of research facilities, strengthening of teaching practice etc. Thus, during pre-independence era, teacher education was just a single shot event. This once-in-a-lifetime model was quite inadequate in the post-independence period.

Just after independence, the Ministry of Education, Government of India appointed University Education Commission in 1948 which recommended refresher courses for high school and intermediate college teachers as a measure of reform so that the school teachers could be kept intellectually alive. Then onwards, Secondary Education Commission, 1952-53 recommended that training colleges should, as normal part of their work, arrange refresher courses, start intensive courses in special subjects, practical training in workshops and professional conferences, undertaking research works in important aspects of pedagogy, establishment of experimental or demonstration schools etc. Subsequently, the Education Commission (1964-66) examined various aspects of teacher education in India and observed that a sound programme of professional development of teachers is essential for quality improvement of education. In 1983, the National
Commission on Teachers-I suggested various interventions and strategies related to training of teachers and integrated courses.

Afterwards in the year 1986, National Policy on Education was adopted which envisaged a detailed description related to teachers, teacher training and teacher education. Later, in 1990, Acharya Ramamurthi Committee was set up to review the National Policy on Education and to make recommendations for its modification. Based on an in-depth review of the whole gamut of education and developments during the last few years and also in terms of experience in the implementation of the National Policy on Education, certain modifications were made in the year 1992. The content and process of teacher education in accordance with this review stood conceptualized as follows:

- Teacher education is a continuous process and its pre-service and in-service components are inseparable. As the first step, the system of teacher education has to be overhauled.

- The new programmes of teacher education should emphasize on continuing education and the need for teachers to meet the thrusts envisaged in the policy.

- DIETs will be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education.

- Upgradation of selected secondary teacher education institutions into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs) for organizing pre-service and in-service training for secondary teachers and providing extension and resource support to secondary schools.

In consonance with this commitment, a centrally sponsored scheme of restructuring and reorganization of teacher education was taken up in 1987 to create strong infrastructure and academic and technical resource base for
orientation, training, continuous upgradation of knowledge, competence and pedagogical skills of elementary school teachers in India.

The adoption of centrally sponsored schemes of PMOST and SOPT proved to be beneficial in providing training to in-service school teachers to the some extent because in the last decade of 20th century, both school education and society have witnessed unprecedented technological advancements, communication revolutions, periodical reforms in school curriculum, introduction of competency-based and value-oriented education, adoption of minimum levels of learning (MLL), strategies as envisaged by NPE, 1986 (revised in 1992), promotion of activity-based and joyful learning, Operation Blackboard (OB), National Literacy Mission (NLM) and a host of other developments.

The in-service education of primary teachers got impetus during the 1990’s with the implementation of District Primary Education Programme (DPEP) throughout the country in a phased manner. Under this programme of DPEP, the training was planned and designed at the state level and implemented at district/block level. In 1996, Government of India came out with a ‘National Action Plan’, which envisaged a multi-mode strategy comprising self-study at home, school-based practicum (project work or assignment), training through interactive television, and face-to-face training at Block Resource Centers (BRCs).

In the continuity of these reforms and developments, an ambitious programme of Sarva Shiksha Abhiyan (SSA) was launched throughout the country to achieve the long desired goal of Universal Elementary Education (UEE). The Sarva Shiksha Abhiyan (SSA) has an in-built provision of in-service training of elementary school teachers for twenty days every year. Besides face-to-face training at the DIET/BRC level, monthly meetings organized at the cluster level (CRC level) are included under this provision. Under Sarva Shiksha Abhiyan (SSA), DIETs and SCERT are to be actively engaged in providing expected academic and technical support in improving quality of in-service training programmes.
From the foregoing discussion, it may be summed up that teacher education is of vital significance in national development in general and educational development in particular of any country. Hence, the need of the hour is to conceive teacher education as a more comprehensive paradigm encompassing a number of inter-related components. Teacher education begins with pre-service education, extend to organized in-service professional education and continue with self-directed learning.

1.1.1 Pre-Service Teacher Education:

Before a teacher is inducted into the teaching process, acquisition of necessary understanding of sociological, philosophical and psychological principles is an essential pre-requisite. Every teacher must have a thorough understanding of the context, the learners' needs, the community expectations and the basic objectives of a particular stage of education. Besides this, various strategies and techniques of curriculum transaction have to be learnt by the teacher. Pre-service teacher education is very essential at present for universal elementary education of high quality. Pre-service teacher education is a process of transformation of a layman into a competent and committed professional practitioner. A functional programme of pre-service teacher education offers a challenge to the prospective teachers of acquiring and understanding of the fundamentals of teaching-learning process, knowledge of the problems of actual teaching and a mastery of the skill of directing the learning of students. Pre-service teacher education is a learning process that provides experiences for development towards good teaching through which a student teacher secures guided experiences as a preparation for all the aspects of his/her professional career. The main objectives of pre-service teacher education are enumerated here under:

- To acquire knowledge and understanding of the instructional planning, preparation, transaction, evaluation etc.
- To apply the knowledge and understanding to new and unfamiliar teaching situations.
• To develop proper interests, attitudes and values relating to teaching profession and procedures.
• To develop the abilities for effective classroom management.
• To acquaint with different approaches of teaching and communication techniques.

1.2 IN-SERVICE TEACHER EDUCATION:

The explosive advances in communication technologies have made their presence felt in every walk of life. They have created visible impacts and imperatives on the socio-cultural and economic aspects of the life of every individual. The expectations from education are increasing and the techniques of teaching-learning are also changing fast. Thus, the very face of schools seems to be undergoing a big transformation. A single shot training given at pre-service level to the teachers, as has been the common practice so far, will be no longer sufficient for them to survive professionally unless they choose to regularly update and upgrade their skills, competencies and awareness. Furthermore, the pre-service education is terminal in nature. Teachers learn the professional competencies and performance skills in a particular context which goes on changing. Preparing them to adjust to new social and educational contexts and demands of emerging concerns require their re-education and additional inputs. By and large, pre-service education remains cut off from the realities of schools. Its gaps become obvious when the teachers are inducted in the school for performing their duties. In-service education of teachers therefore, becomes essential for bridging the gap in pre-service and in-service education and for meeting the demands of the changing educational scenario, its context and concerns. Hence, the need for in-service teacher education at regular intervals is being recognized everywhere.

In-service teacher education refers to a recurrent, organized and need-based continuing education of teachers already on the job to update and enrich their professional competencies, strengthen their commitment and enhance their
professional performance in the classroom as well as in the school and community.

In-service education of teachers 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 careers.

In the words of M. B. Buch, "In-service education is a programme of activities aiming at the continuing growth of teachers and educational personnel in service". It is the sponsoring and pursuing of activities which bring new insight, growth, understanding and cooperative practices to the members of teaching profession and arouse them to action to improve them in every possible manner.

In-service 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 attitudes - so that they are able to maximize their students' learning and in turn, derive maximum inner satisfaction and sense of achievement.

In-service teacher training programmes can be described as a process of learning whereby teachers who have completed a certain level of teacher training are provided with means of meeting their needs for further personal development in teaching. This implies that in their career, teachers need to go through some periodic study aimed at retaining them and enhancing their pedagogical and academic competencies.

In-service teacher education may be considered to be composed of all those activities and courses which aim at enhancing and strengthening the professional knowledge, interest and skills of serving teachers. This implies that in-service teacher education has various components viz. professional knowledge, skills, attitude and interest towards profession, professional ethics etc.
In-service education programmes for teachers are based on certain significant assumptions which are enumerated here below:

- **Education of the educators continues all throughout his/her professional career in a planned manner.**
- **In-service education will contribute to the qualitative improvement of education.**
- **The pre-service training provided to the teachers is not adequate for the rest of professional career for discharging duties effectively.**
- **There are many areas of human endeavour in which changes occur and these changes demand corresponding changes in education and therefore, in the educators.**
- **In order to bring about changes in education corresponding to the changes in other related areas, it is necessary to improve the competence of teachers in terms of knowledge, skills, interests and attitudes as an essential means of improving education.**
- **In order to bring about changes in solving academic problems and meeting the academic needs of teachers, in-service training programmes help effectively.**

Green in his book ‘School Personnel Administration (Sharma, 2003, p. 272)’ describes following multitude of forces that creates the need for the in-service education of teachers:

1. **There has been a rapid increase in reinterpretation of knowledge, making obsolete much of what teachers were taught during their regular study period and training period.**
2. **Many new techniques and tactics of instruction have been developed of which many teachers as well as educators are unaware.**
3. New and recently developed instructional media, language laboratory, teaching machines, computers, television etc. require new ways of viewing teaching-learning process in school settings.

4. As a result of research work on teacher behaviour in the classroom, new insight into the nature of teaching is being generated.

5. Day-to-day problems encountered by teachers in the classroom situations are related to the discipline and motivating the children.

6. Changing social environment, norms, values etc. as well as recent technological advancements force a teacher to adopt new methods and techniques of teaching-learning and evaluation.

7. A teacher has to play different kinds of roles of which each requires different kind of knowledge, attitudes, skills etc.

8. After a period of time, a teacher generally forgets whatever he is taught in his pre-service training and his enthusiasm and morale decreases with the passage of time.

Thus, in-service education for teachers is undoubtedly a significant programme, aiming at continuous development of serving teachers in a desired direction. Most of in-service training programmes, in general, emphasize pedagogical practices. The most effective form of in-service training are those that employ recurrent in-service training at school level concentrated on topics such as: practical methods of teaching major subjects, ways to adopt the curriculum to the social and physical environment of the child, understanding how children develop and learn and methods of evaluating teaching-learning. Thus, to have in-service teacher education as a comprehensive scheme of teacher development, it must have the following objectives:

1.2.1 Objectives of In-Service Teacher Education:

1. To make teachers aware of the new developments in the areas they teach and information they impart to their students.
2. To help teachers to know their problems and to solve them by pooling their resources and wisdom.

3. To enable the teachers to meet the requirements of changing educational and social contexts and concerns.

4. To increase the level of motivation of teachers, develop self-confidence, promote the spirit of inquiry and help them to be committed and reflective teachers.

5. To remove the obsolescence and anachronism of teachers in content and pedagogy, transactional skills and evaluation techniques.

6. To provide a support system to teachers in the areas of their deficiency.

7. To provide a support system to teachers in the development of new skills in the areas of emerging trends.

8. To upgrade the qualification of teachers who are either under-qualified or unqualified.

9. To foster the desire for life-long learning and to empower teachers ‘learning to learn’ and ‘learning to be’.

10. To train teachers for contemporary thematic issues like MLL, joyful learning, meeting educational needs of the deprived, disadvantaged and disabled children, use of mass media in education, community participation in educational development etc.

11. Eliminating deficiencies in teachers’ preparation or to fulfill the gaps of pre-service education, remove its inadequacies and make it more realistic.

12. To sensitize teachers with the educational problems of the neglected sectors.

In addition, Indian Teacher Education Committee (Sharma, 2003, p. 274) has specified the following objectives of in-service education programme for teachers:

- To help the teacher educators to upgrade the teacher education programme and to lead in the organization and development of education.
• To increase the knowledge of teachers continuously so that they may remain aware with the progress of education in India and abroad with the new knowledge of their subject.

• To motivate teachers to self-study, independent thinking and creativity.

• To help initiate new techniques and to analyze the existing techniques in order to prepare good teachers.

• To promote the teachers to leave the useless methods and to accept the new scientific techniques and ideas.

• To develop cooperative atmosphere for solving the teaching problems and to motivate teachers to do best in their own field.

• To develop positive attitudes in order to make the teachers able to help in the progress of the nation.

In brief, we can say that the principal purpose of in-service education of teachers is to encourage a desire to improve, a receptivity to change, a willingness to break inertia, while at the same time; assisting the individual teacher to become a more competent, fully functioning teacher and human being.

However, in-service education of school teachers mainly depends upon the quality of training imparted by concerned agencies which, in turn depends on the teacher educators (resource persons) employed by these agencies to provide training to the in-service teachers. Hence, the professional development of teacher educators is also a major and vital part of in-service teacher education programmes. The professional development of teacher educators is much essential and significant in the present scenario for realizing the following objectives:

1. To enable teacher educators to understand the new demands placed on teachers and their educators and empower them to meet them.

2. To make teacher educators aware of the holistic and disciplinary approaches of teaching at different stages and levels.
3. To empower teacher educators to prepare professionally competent, committed, performing and reflective teachers for different stages of school education while taking precautions against becoming narrow specialists.

4. To develop among teacher educators, the desire and the capacity to improve the programmes of teacher education and make them realistic, purposive, mobile, flexible and to train teachers to apply the principles and theories into practice and enable teacher educators to experiment with alternative models of teacher education.

5. To enable teacher educators to develop curriculum, pedagogy and evaluation practices of teacher education.

6. To enable teacher educators to understand the impact of factors and forces operating from beyond the educational system and influencing teacher education.

7. To promote among teacher educators the interest in life-long, self-directed learning and develop innovative ideas and practices to improve the condition of teacher education.

8. To make teacher educators understand the impact of ICT and other technological developments on society and education, in general and on teacher education, in particular.

9. To enable teacher educators to transform the programmes of in-service teacher education and make them more effective and need-based.

For achieving these objectives of professional development (in-service education) of working teachers as well as teacher educators, various agencies and institutions such as Institutes of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs), District Institutes of Education and Training (DIETs), State Institutes/Councils of Educational Research and Training (SIERTs/SCERTs), Boards of Secondary Education (BSEs) and national institutions like National Council for Teacher Education (NCTE), National
Council of Educational Research and Training (NCERT) and National University of Educational Planning and Administration (NUEPA) are striving hard and have undertaken the responsibility of the particular sectors of teacher education for the ultimate cause of Universal Elementary Education (UCE). The major programmes on in-service education of teachers, particularly undertaken after National Policy on Education (1986) are discussed here below:

- **Programme of Mass Orientation of School Teachers (PMOST):**
  In the light of NPE (1986), the major Programme of Mass Orientation of School Teachers (PMOST) was evolved in 1987 to generate awareness among teachers about the major policy recommendations like; use of learner centered approach, use of continuous and comprehensive evaluation, use of mass communication in different curricular and co-curricular activities etc. NCERT was entrusted the responsibility to organize orientation programmes with close collaboration of States. A three-tier training strategy was adopted for orientation of five lakh teachers each year through a network of 10,000 orientation camps each of 10 days duration. The participatory and interactive approach was followed in training programmes.

- **Special Orientation Programme for Primary Teachers (SOPT):**
  The SOPT programme was evolved during 1993-94 on the basis of PMOST experience. The major objectives were to implement the minimum levels of learning (MLL) for primary classes, to develop competencies in the use of operation blackboard (OB) material and to encourage teachers to adopt child-centered approach to learning. The training package for this programme was developed by NCERT which consisted of printed material along with video programmes and user’s guide.

- **District Institute of Education and Training (DIET):**
  DIETs were set up as resource institutions in the country at district level. The major objective is to improve the quality of elementary education in the respective district. All the seven branches of DIETs on regular basis organize in-
service training programmes for elementary teachers. The training for non-formal functionaries and para-teachers are also organized by DIETs.

- **State Council of Educational Research and Training (SCERT):**
  These institutions are mainly responsible for development of curriculum, textbooks, teacher guide, and other instructional material at state level. Besides this, the training for elementary teachers is conducted on regular basis.

- **Colleges of Teacher Education (CTEs):**
  These colleges extend support to DIET faculty and impart training to secondary school teachers.

- **Institute of Advanced Studies in Education (IASE):**
  The training to senior secondary school teachers is provided by these institutes. They also extend support to elementary and secondary teacher educators.

- **District Primary Education Programme (DPEP):**
  DPEP was initiated during 1993 to provide quality primary education and increase of 25% achievement among children during project period. The significant achievement of this programme was to establish training mechanism upto grassroot levels and involvement of community on larger way. The mass training for teachers was organized in schools, Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs). The key resource persons were trained at NCERT, NIEPA (presently NUEPA), EdCil, SCERT and DIET level. The emphasis was on MLL approach, activity based and child centered methods and creative use of teaching-learning material. Both cascade and distance modes were used for providing training to teachers.

- **Sarva Shiksha Abhiyan (SSA):**
  SSA is an effort to universalize elementary education and to provide an opportunity for improving human capabilities of all children through provision of community-owned quality education in a mission mode. A detailed description of
Sarva Shiksha Abhiyan (SSA), its objectives and provisions for in-service training of elementary school teachers is provided here:

1.3 IN-SERVICE TEACHER TRAINING PROGRAMMES AND SARVA SHIKSHA ABHIYAN (SSA):

The initiation of the Sarva Shiksha Abhiyan (SSA) was intended to aggressively address the issue of Universalization of Elementary Education up to the age of fourteen years. The 2001 resolution of the Indian Parliament to treat ‘education’ as the fundamental right to each citizen of the Democratic Republic of India required massive mobilization of the intellectual, infrastructural and technological resources in the country to achieve the goal of ‘Education For All’ by the year 2010. The main features of SSA include focus on girls especially belonging to SC/ST and minorities, teacher sensitization programmes to promote learning opportunities, requirement of 50 percent female teachers etc. For achieving the objectives of Sarva Shiksha Abhiyan (SSA), certain broad strategies have been framed which mainly cover institutional reforms, sustainable financing, community-based monitoring with full transparency, institutional capacity building, setting up of BRCs and CRCs, recruitment of qualified teachers, opportunities for professional development of in-service teachers and universal elementary education with adequate thrust on quality.

The SSA lays major emphasis on quality of universal elementary education. The main indicator of the quality of elementary education can be visualized in terms of its product – the students’ achievement both in scholastic as well as co-scholastic areas. In addition to this, quality issues in elementary education also revolve around the quality of infrastructure and support services, opportunity time, teacher characteristics and motivation, curriculum and teaching-learning materials, classroom processes, pupil evaluation, monitoring and supervision, pre-service and in-service education of teachers etc. For improving the status and quality of elementary education in the State, it is very essential to upgrade our working teachers with adequate requisite skills, competencies and knowledge. In this
context, in-service teacher education programmes are of vital significance for success of Sarva Shiksha Abhiyan. In the conceptual framework of Sarva Shiksha Abhiyan (SSA), certain norms have been approved under the scheme of ‘Restructuring of Teacher Education’ which emphasize that the coordination of in-service training programmes at the state level is to be done by SCERTs/SIERTs. These state level organizations are responsible for taking up capacity building activities of DIET personnel. DIETs are the main agencies to provide training and academic inputs to the teachers at district level through Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs). The BRCs and CRCs have to function under the academic and technical guidance of DIETs. In addition to this, distance education mode has been considered as an important input in the in-service education of teachers and other personnel in the area of elementary education under SSA. Following provisions/norms have been framed for in-service training to teachers under Sarva Shiksha Abhiyan:

- Provision of 20 days in-service course for all teachers in each year.
- Orientation Programme of 30 days duration for freshly trained recruits.
- Refresher Course of 60 days for untrained teachers already employed as teachers.
- Experienced and intellectual teachers as resource persons.
- Assessment of capacities for effective training during appraisal to determine extent of coverage.
- Support for SCERT/DIETs under existing teacher education scheme.

Thus, Sarva Shiksha Abhiyan (SSA) calls for adequate provision of opportunities for the professional development of teachers and making all efforts to provide effective in-service training and orientation to in-service teachers for achieving the target of Universal Elementary Education in terms of both quantity and quality.
The whole success of Sarva Shiksha Abhiyan (SSA) largely depends on the inputs provided for elementary education in terms of both physical infrastructure and teacher related aspects. Out of these two major components, in-service teacher education acquires great significance in the present scenario and needs critical evaluation through need-based researches especially at micro level so as to make the education system more humane and receptive to societal needs and individual aspirations in social context.

Though, these in-service teacher training programmes are being organized at various levels - national, state, district, block and school cluster levels, still, much needs to be done to manage a planned, purposive and well-thought out programme of in-service education of teachers.

1.4 PRESENT SCENARIO OF IN-SERVICE TEACHER EDUCATION PROGRAMMES:

On the basis of above discussion, the present scenario of in-service teacher education programmes can be summarized as under:

- The complete training network envisaged in pursuance of the recommendations of National Policy on Education (1986) and other ambitious programmes has not been in place even after 24 years of its commencement. The major shortfall has been in respect of institutes meant for in-service education of secondary school teachers, that is; Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).

- The District Institutes of Education and Training (DIETs), primarily meant for in-service education of elementary school teachers, have proved inadequate for the task entrusted to them. Therefore, supporting structures at the sub-district levels like BRCs and CRCs, which were set up under DPEP, are now functioning under SSA.
• The in-service education of teachers in majority of states has remained tied to the availability of central assistance. The states, by and large, make meager provision for teachers’ in-service education in their budgets.

• The National Council for Teacher Education (NCTE), the statutory body set up to regulate the system of teacher education in the country, is mostly pre-occupied with the pre-service teacher education programmes, and so far, it has not initiated concerted efforts to evolve a policy appropriate for the in-service education of teachers.

• There is significant number of teachers who have few or no opportunities for their in-service training.

• A large percentage of the available opportunities in the form of training, workshops and orientation courses do not address the learning goals or provide sufficient support over time for teachers to develop their competence and to apply what is learnt in such programmes.

• In general, in-service programmes focus on individual teacher development — one teacher at a time — without proper attention to organizational development.

The scenario presented above, no doubt, highlights the traditional ways in which professional development of in-service teachers has been occurred and is quite inadequate either to address the emerging training and professional needs of individual teachers or to bring about changes in the organizational phenomenon affecting each and every educator as well as the educational institutions. So, it may be suggested that the objectives of in-service teacher education be formulated on the basis of some broad principles as listed under:

- Re-orientation of subject knowledge.
- Vitalization of professional studies.
- Improvement in methods of teaching and evaluation.
- Improvement of student-teaching.
- Development of special courses and programmes.
Revision and improvement of content and pedagogy of training.
Quality control through regular monitoring and evaluation.

On the basis of these broad principles and keeping in view the demands of 21st century vis-à-vis total qualitative improvement of education in general, in-service teacher education needs to be restructured to cover the following objectives:

- To make the teachers capable of transferring the acquired knowledge effectively to their students in the midst of rapid obsolescence of knowledge and knowledge explosion.
- To enrich teachers with adequate information so that they can solve any problem by using their professional skills.
- To promote social consciousness, accountability and human values in them.
- To make the teachers capable of using modern technology for improvement of teaching competencies.
- To introduce dynamic approach in curriculum development and curriculum transaction in place of traditional system.
- To make teaching-learning process more attractive and interesting by conservation and enrichment of information bank and bringing changes in the delivery system.
- To make teachers capable of crossing subject boundaries, empower them with new knowledge and also train them to act as skilled teachers during transfer of the new knowledge amongst their students.
- To make teachers capable of leading multi-directional teaching programmes and workshops.
- To make the teachers capable of facing the challenges of globalization in the education sector.

For realizing these objectives and ensuring quality teacher education, the teacher education programmes need to be revitalized in the following manner:
A genuine partnership between the various stakeholders (SCERT/SIERT, DIETs, training institutions, schools etc.) in all routes to qualify teacher status.

A clearer definition of competencies (or core professional skills) required by teachers as reflective practitioners.

Shifting the locale of in-service teacher education by making it multi-dimensional, multifaceted and school-based.

Monitoring of academic validation through a quality assurance system.

Sensitivity to local and sectional needs within this national framework.

With such a framework, in-service teacher education, in particular and overall teacher education, in general, could both control and assure quality. Quality assurance in teacher education plays a central role in total quality management mission of the educational system. Quality assurance can be ensured by its applications in all four domains of teacher education viz. the education service itself, learners, parents/government/society and teachers/supportive staff. The main focus of teacher education programme has to be on the learners as they are the reason why the course exists. Similarly, equal attention need to be paid to remaining three domains of teacher education because a slight deviation in the quality of any sub-system/domain will obstruct the way of quality assurance in teacher education. The quality assurance in teacher education can be best represented diagrammatically as given ahead:
1.5 THE PROBLEM:

From the comprehensive review of conceptual framework of in-service teacher education, it may be realized that various attempts have been made to improve the status of in-service teacher education, especially after the execution of the recommendations of National Policy on Education (NPE). However, there are no systematized and institutionalized in-service educational programmes that are operating on a continuous basis meant to serve all the teachers in the country. In a survey report published by NCTE (1998), certain gaps have been identified in in-
service teacher education programmes in the state of Himachal Pradesh, especially in Special Orientation Programmes for Teachers (SOPT) and training programmes organized by District Institutes of Education and Training (DIETs) as well as functioning of these institutes. It has also been stressed that continuous monitoring, evaluation and follow-up of in-service training programmes be done in order to make these programmes more effective, useful and need-based. Hence, the need arises to carry out in-depth evaluative studies on in-service teacher training programmes by exploring the views and perceptions of planning and implementing authorities of these programmes and their beneficiaries i.e. the working teachers. In addition to this, the state of Himachal Pradesh is rapidly emerging as educational leader in the country in present scenario and the state government is making all efforts to achieve the target of Universal Elementary Education with adequate thrust on quality under the scheme of Sarva Shiksha Abhiyan (SSA). For realizing this objective in terms of both quantity and quality, in-service teacher training programmes have been identified as of vital and crucial significance. Furthermore, the state of Himachal Pradesh is characterized by varied nature of topographical and geographical conditions even at short distances. This call for formulating district-specific programmes and intervention strategies in the area of in-service teacher training by keeping into view the needs and conditions of the teachers of the respective district. It can easily be brought to practice as the Sarva Shiksha Abhiyan (SSA) is itself a district-specific programme. Hence, the need is to revamp and revitalize teacher training programmes so that the teachers may be made competent and committed enough to execute various schemes under Sarva Shiksha Abhiyan (SSA) and could ultimately pave the way for achievement of Universal Elementary Education (UEE) in this hilly state.

Apart from this, Malhotra (2004) has clearly mentioned that most of the research literature related to quality assurance, relevance and efficiency lies outside the field of teacher education. Hence, the greater need is for
comprehensive studies that can guide broad-based teacher training programmes, especially the studies that investigate the inter-relation effect of different factors on quality achievement in teacher education programmes. Also, he stressed that more extensive research is needed in the areas of school-based training and non-formal programmes. It is, in this context, that research in these areas to explore not only what exists today but what is required for the future becomes a priority.

Furthermore, the training organizers, if they really want to achieve the objectives of conducting training for the teachers, should identify the views of the target group to whom in-service training has been organized and also the views of other concerned higher authorities. These views and empirical knowledge of the training organizers will prove to be beneficial and can be incorporated into the design of future in-service teacher training courses for better yield.

The foregoing discussion clearly signifies the need for undertaking detailed and in-depth study in the field of in-service teacher education by exploring the views and perceptions of teachers and other concerned field functionaries so as to provide required academic and managerial inputs in in-service teacher training programmes under Sarva Shiksha Abhiyan. Hence, it was thought worthwhile by the investigator to undertake the present research problem.

1.6 STATEMENT OF THE PROBLEM:

"AN EVALUATIVE STUDY OF TEACHER TRAINING PROGRAMME OF ELEMENTARY TEACHERS"

1.7 SIGNIFICANCE OF THE STUDY:

The professional development of teachers has received a great deal of attention in all countries, including India. The volume of professional and research literature on in-service education and professional development is also considerable. In comparison, the attention that teacher education has received is marginal. Even when research and policy initiatives are directed towards teacher education, the focus is on curriculum reform, programme structure, institutional development, instructional resources and the like. The content of teachers’
professional development is rarely examined and critiqued. The teachers are considered as the catalytic agents of change and the focus in any society should be on providing best quality training to its teachers. It becomes more significant in the present scenario when a great emphasis is laid on Universal Elementary Education (UEE) and a number of programmes and intervention strategies viz. OB, MLL, PMOST, SOPT, DPEP, SSA etc. have been implemented for this purpose. But, much concerted efforts in the field of training of elementary school teachers are required for attaining the most cherished goal of Universal Elementary Education (UEE).

It is a well accepted and recognized fact that only professionally well prepared and committed teachers can create an environment for joyful, activity-based and participatory learning, besides providing equal opportunities of success in learning attainments for every child. Hence, the success of any noble educational scheme or programme directly rests on the capabilities and competencies of the teachers which can be enhanced by ensuring their active participation in different sort of training programmes. Although, working teachers are given a variety of training through different approaches under Sarva Shiksha Abhiyan (SSA) in this State, but, still there appears a number of issues in in-service teacher training programmes that need to be addressed urgently by the concerned authorities. In this context, the results of the present study will be of immense significance.

In the state of Himachal Pradesh, the programme of District Primary Education Programme (DPEP) was launched in 1995 and later on, in 2002. Sarva Shiksha Abhiyan (SSA) was implemented with central assistance to attain the elusive target of Universal Elementary Education (UEE) with satisfactory quality. The present study will help in ascertaining the effect of these noble schemes in achieving the target of UEE.

The results of the present investigation will throw light on the problems faced by the functionaries of Directorate of Elementary Education, DIET faculty
members, elementary school heads and teachers in organization, monitoring, supervision and evaluation of in-service teacher training programmes.

The findings of the present study will help the elementary school teachers to have an insight into the pedagogical aspects of teacher training and in knowing their training needs and requirements. It will also help them to cope up with the problem of educating the young children having little or no support from their families for their learning. Further, the present study will be of great significance for DIETs to provide the need-based and improved in-service training programmes. In addition to this, the results of the study will be a bench mark for the upcoming researchers in their endeavours to explore intensively into the quality of in-service teacher education programmes.

The findings of this study will act as the data base to the educational planners, administrators, policy makers and all others who are involved in the noble cause of Universal Elementary Education (UEE) for bringing certain improvements in teacher training programmes so as to make them more effective and need-based in accordance with the requirements of objectives of Sarva Shiksha Abhiyan (SSA).

1.8 OBJECTIVES OF THE STUDY
1. To study in-service teacher training programmes for effective implementation of Sarva Shiksha Abhiyan in Himachal Pradesh.

2. To study the views of functionaries of H. P. State Directorate of Elementary Education with regard to different issues of in-service teacher training programmes under Sarva Shiksha Abhiyan.

3. To study the views of teacher educators i.e. DIET faculty regarding organization and efficacy of in-service teacher training programmes under Sarva Shiksha Abhiyan.

4. To study the views of heads of elementary schools (separately for primary and upper primary school heads) regarding the efficacy of in-service teacher training programmes under Sarva Shiksha Abhiyan.
5. To study the views of elementary school teachers (separately for primary and upper primary school teachers) regarding efficacy of in-service teacher training programmes under Sarva Shiksha Abhiyan.

6. To enumerate the problems faced by functionaries of Directorate of Elementary Education, DIET faculty members, heads and teachers of elementary schools (separately for primary and upper primary schools) for effective organization and implementation of in-service teacher training programmes under Sarva Shiksha Abhiyan.

7. To make suggestions for the effective implementation of in-service teacher training programmes under Sarva Shiksha Abhiyan in Himachal Pradesh.

8. To study the effect of in-service teacher training programmes on attitude of elementary school teachers (separately for primary and upper primary school teachers) towards teaching and teacher-student relationship.

9. To study the gender-wise difference among elementary school teachers (separately for primary and upper primary school teachers) with respect to their attitude towards teaching and teacher-student relationship.

10. To study the interaction between level of participation in in-service teacher training programmes and gender with regard to attitude of elementary school teachers (separately for primary and upper primary school teachers) towards teaching and teacher-student relationship.

1.9 DELIMITATIONS OF THE STUDY

The present study was delimited to the following aspects:

1. The present investigation was delimited only to in-service teacher training programmes for elementary school teachers organized under Sarva Shiksha Abhiyan in Himachal Pradesh.

2. The status of in-service teacher training programmes under Sarva Shiksha Abhiyan was assessed through documentary analysis.

3. The evaluation of in-service teacher training programmes was conducted on the basis of views of functionaries of H. P. State Directorate of Elementary
Education, teacher educators working in DIETs, heads and teachers of elementary schools (separately for primary and upper primary schools).

4. For conducting the present study, two districts i.e. Kullu and Lahaul-Spiti, out of four DPEP districts and two districts viz. Mandi and Bilaspur, out of eight non-DPEP districts of Himachal Pradesh were selected for the purpose of collecting data from DIET faculty members, elementary school heads and teachers.

5. The effect of in-service teacher training programmes on attitude of elementary school teachers towards teaching and teacher-student relationship was measured with the help of self-developed attitude scale.

1.10 OPERATIONAL DEFINITIONS OF THE TERMS USED

1. **Evaluative Study:** It is a type of research study that follows qualitative research approach with a holistic perspective to have a comprehensive view of the complex issues through the process of assigning units of measurement to phenomenon (in-service teacher training programmes) in order to characterize their worth or value, usually with reference to some social, cultural or scientific standard (attainment of Universal Elementary Education with satisfactory quality). In the present investigation, evaluation of in-service teacher training programmes was considered in terms of:

   (i) Views of functionaries of H. P. State Directorate of Elementary Education with regard to different issues of in-service teacher training programmes under Sarva Shiksha Abhiyan.

   (ii) Views of teacher educators working in DIETs with regard to planning and organization of in-service teacher training programmes under Sarva Shiksha Abhiyan.

   (iii) Views of heads and teachers of elementary schools (separately for primary and upper primary schools) with regard to certain issues of content, methodology and impact of in-service training.
(iv) Attitude of elementary school teachers (separately for primary and upper primary school teachers) towards teaching and teacher-student relationship.

2. **In-Service Teacher Training Programmes:** These refer to the short duration in-service teacher training programmes in District Institutes of Education and Training (DIETs), BRCs and CRCs under Sarva Shiksha Abhiyan in Himachal Pradesh to improve teaching competencies and skills of elementary school teachers for achieving the goal of Universal Elementary Education (UEE).

3. **Elementary Teachers:** Those teachers who are teaching from classes 1st to 8th in primary and upper primary schools run and managed by H. P. state government and affiliated to H. P. Board of School Education, Dharamshala. In the present study, these teachers include JBTs, Vidya Upasaks, Primary Assistant Teachers, TGTs, LTs, OTs, Shastris and Drawing Masters.