CHAPTER I
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Education in the modern society is not mere acquisition of bookish knowledge, but in fact, an interaction between the teacher, the learner and the knowledge. It is a well known fact that teacher plays a pivotal role in moulding the personality of the child, both by transmitting orally about what exists already in the form of knowledge, and also through interpreting in positive, purposive and progressive way by allowing the child to think and act. The importance of the teacher in the educational programmes is too great. Indian Education Commission (1964-66) emphasized:

> Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.

As the quality of education depends upon the teachers, the quality of teachers depends upon the training they receive, both during pre-service and in-service. The National Policy on Education (1986) made following recommendations in this regard:

- The new knowledge, skills and favourable attitudes should be developed among teachers to meet the present needs.
- Orientation of teachers should be a continuous process.
- Like SCERT at state level, the district level body may be established and it may be called the District Institute of Education and Training (DIET).
The other measures suggested to improve the education of teachers include:

- Need for objective and rational methods of recruitment, transfer and promotions, and improvement of service conditions for attracting talent to the profession.
- An open participate system of teacher evaluation to improve performance and accountability.
- Involvement of teachers in the planning and management of education.
- Creation of opportunities and atmosphere to promote autonomy and innovation among teachers.
- Development of guidelines for curricula and method of teacher education.
- The state level institute may plan a general frame-work for in-service education programme such as curricula, text book and evaluation system at the state level.

All in-service teacher education programmes can not be organized in face-to-face modality in view of the number of teachers involved. Hence, distance in-service teacher education programmes have also been prepared and extended with the help of electronic media. A number of essential equipment to record audio-video programmes and production of other learning material have been provided to SCERT. Drawing up of instructional courses, development of material and strategies for in-service teacher education have been planned in a decentralized fashion in order to make such courses more contextual.

The nature of training inputs and approach to training organization for a comprehensive training programme for teachers and other personnel within the framework of the successful implementation of District Primary Education
Programme (DPEP) for achieving the ever elusive goal of universal elementary education should incorporate the basic principles and focus of DPEP including participatory, decentralized planning and management process, emphasis on increase in enrolment along with total retention and provision of quality primary education with improved teaching-learning material for enhancing students' learning competencies and achievement, improvement of school facilities, alongwith enhancing school effectiveness through academic and technical inputs in teacher training. There is a need to have a strong in-service teacher-training package to upgrade the functional competencies of teachers in primary schools. Moreover, DPEP states have been evolving the process of child-centred and activity based teaching-learning process to promote school effectiveness. Hence in-service teacher training infusing specific teaching competencies among primary school teachers has emerged as an important aspect in the quality improvement of educational programmes. The Discussion Document of Curriculum Framework for Teacher Education (1996) is of the considered view:

*Within the overall framework of teacher education programme, in-service teacher education has a crucial role. It is not only a cliché but a reality that those who teach never cease to learn. Teaching acquires new colour if the teacher continues to learn.*

1.1 In-Service Teacher Education

In-service teacher education is programmed, systematized, advertent and scientific with a definite purpose in view. The in-service training programme 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 retraining them and enhancing their pedagogical and academic competencies.

It is a well acknowledged fact that the quality of teaching plays a critical role in children's achievement and effective teaching involves essential core elements of:

- Presenting material in a rational and orderly fashion, at a pace appropriate to the pupils' level, and taking into account individual differences against them;

- Letting pupils know what is expected from them;

- Providing pupils with opportunities to practise and apply that they have learnt, particularly in relation to their own experiences, and use of small instructional processes known to be effective in developing children's problem-solving skills; and

- Monitoring and evaluating pupil performance in such a way that pupils can learn from their own mistakes in learning achievement in different school subjects along with assessing humanistic attributes in affective and psychomotor domains.

The in-service teacher 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 methods of evaluating teaching-learning.

The emphasis of any kind of teacher education rests on the premise that teachers can not be self satisfied merely with delivering a given body of knowledge. Rather they must continue
learning to learn, to teach pupils, to situate themselves globally and play a role to command the respect and support of society.

In order to evolve in-service teacher education as a comprehensive scheme of teacher development, it must have the following objectives:

(i) To provide a support system to teachers in the areas of their deficiency.

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

(iii) To upgrade the qualification of teachers who are underqualified or unqualified.

(iv) To upgrade the professional competence of teachers who were trained years ago or trained in slipshod manner.

(v) To clear the backlog of untrained teachers.

(vi) To prepare teachers for new roles.

(vii) To prepare teachers to implement the innovative experiments and projects in education.

(viii) To train teachers for contemporary thematic issues like MLL, Joyful Learning, OB Scheme, meeting educational needs of deprived, disadvantaged and disabled children, use of mass media in education, community participation in educational development, etc.

The thrust of in-service education is to develop such qualities in teachers as would enable them to become receptive, perceptive, reflective, innovative and dynamic. Such qualities in the teacher's personality make him/her an effective and empowered teacher. As per the Curriculum Framework for Teacher Education designed by NCTE (1996), the focus of in-service programmes should be to develop:
• The personality of the trainee
• Their motivation in matters relating to professional and self growth.
• Their insight and updatedness in the subject matter.
• Their improved awareness about social realities.
• Their communication and evaluative skills.

1.2 Elementary Education in India: Some Issues

Educational development in the Indian has been phenomenal with regard to quantity and quality of level of education, as well as different sectors of education. The country has the largest network of elementary education, besides high schooling and higher education. However, there has been a plethora of problems confronting the educational system, especially at elementary level, which are region specific, caste specific and above all gender specific, thereby having a reflection on the issue of equity and social justice. The democratic pattern of Indian polity calls for evolving an egalitarian society with equal opportunity to all for participation in the national development. Framers of the Constitution of India laid down in article 45 of the State Policy:

The state shall endeavour to provide within a period of ten years from the commencement of the Constitution for free and compulsory education for all children until they complete the age of fourteen years.

The concept of universalisation signifies that education is for all and not for a selected few. This also means that education is the birth right of every child. Thus, the State shall endeavour to provide elementary education to all children irrespective of caste, sex, religion, socio-economic status and place of birth or
living. The concept compulsory signifies that all children attaining the age of 6 are to be enrolled in Class I and should continue until they complete Class VIII at the age of 14 years. In order to achieve the goal of universalization of elementary education, the state efforts have succeeded to enrol large majority of children. The gross enrolment ratios (GER) over the last three decades show an increment from 78.6 in 1970-71 to 95.7 in 2000-2001 at primary stage and 33.4 to 58.6 at upper primary stage (Economic Survey, Government of India 2001-2002). The overall GER for elementary education shows an increase from 61.9 in 1970-71 to 81.6 in 2000-2001.

However, it is evident that the state has not been able to achieve the target so far. There are still a large number of children in the age group 6-14, who are still out of school and the decline in drop-out rate from primary to upper-primary stage is not significant enough to ensure universal elementary education. Now, the elementary education has been made fundamental right through 93rd constitutional amendment. The launching of Sarva Shiksha Abhiyan to achieve the goal of education for all by 2010 is the latest state intervention.

The National Policy on Education (1986) and Programme of Action (POA), too had, placed Universalization of Elementary Education (UEE) in position of top priority. Essential features of the revised POA (1992) related to UEE are:

- An emphasis on retention and achievement rather than merely on enrolment to overcome the problem of drop-outs;
- Introduction of wide ranging systematic non-formal education programme, as an integral part of UEE strategy; and
• A new perspective for planning which calls for shift in focus from educationally backward stages to educationally backward districts.

Consequently radical reforms in the management of educational programmes, especially elementary education need to be initiated. The Operation Blackboard (OB) started in 1987 was such a programme to strengthen the schooling infrastructure in terms of:

• Provision of a building comprising at least two reasonably large all weather rooms with a deep varandah and separate toilet facilities for boys and girls.

• At least two teachers in every school, as far as possible one of them a woman, and

• Provision of essential teaching and learning materials including blackboard, maps, charts, toys, aids and equipment for work experience.

The Government of India (1992) made an assertive statement in the Parliament that:

_In pursuance of the revised policy formulations, a resolve has been made to ensure that free and compulsory education of satisfactory quality is provided to all children upto 14 years age before we enter the 21st century_

Hence, the focus of educational planners in the 1990s emerged an universal primary education (UEE) for the children in the age group 6-11 by initiating certain innovative interventions and now it has shifted to universal elementary education (UPE) with the launching of Sarva Shiksha Abhiyan throughout the country in a phased manner to achieve the goal of UEE by 2010 AD.

With the objective of mobilizing all the resources human, financial and institutional necessary for achieving the goal of
by the year 2000 AD, a National Elementary Education Mission (NEEM) was set up in August 1995 with the District Primary Education Programme as its core. The mission is monitoring and implementing all the meticulously formulated strategies based on micro planning and ensures that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age. Among the various schemes envisaged and implemented in the last 15 years, establishment of DIETs, Programmes of Mass Orientation of School Teachers (PMOST) and Special Orientation of Primary Teachers (SOPT) are worth mentioning. Establishment of DIETs aimed at strengthening of pre-service and in-service teacher education, whereas PMOST and SOPT initiated and implemented during 1986-90 and 1993-97, respectively, aimed at bringing awareness among teachers about various concerns of primary education such as learner-centered and activity-based approach to teaching and learning, concept of minimum levels of learning (MLL), multigrade teaching, strategies of teaching primary curricular subjects etc.

The concerted efforts by the state in the previous decade and interventions in the current decade provide us a picture of state's renewed commitment to provide education for all children in the age-group 6-14 for universal elementary education by 2010 AD.

1.3 Primary Education in Himachal Pradesh: A Glimpse

Himachal Pradesh a hilly state, which came into existence on April 15, 1948 as Chief Commissioner's province of the Indian union by the merger of a number of princely states. The state attained full statehood on 25th January, 1971. Presently it is divided into 12 administrative districts covering total area of 55,
673 square km. The climate of the state varies from semi-tropical to semi-arctic. At the time of its formation the literacy percentage of the state was just 7% as against the national average of 16.6%. There has been tremendous improvement in literacy status of Himachal Pradesh since attaining statehood. It is revealing fact that the literacy rate of the state has increased from '63.54 to 77.13' for total population, '74.57 to 86.02' for male and '52.46 to 68.06' for female population groups over the period 1991-2001. The progress in literacy rate in the state over the said period has been 14.41% as compared to 13.27 at national level. The literacy campaign has touched the remotest areas of the state for educating adult population, and hence creating an environment for school education of children. Still, the educationally backward districts of the state, namely, Chamba, Kullu, Lahaul & Spiti and Sirmour have remained and are still backward in terms of their literacy status as is evident from Table 1.1.

| TABLE 1.1 |
| LITERACY RATE IN DPEP DISTRICTS OF HIMACHAL PRADESH |

<table>
<thead>
<tr>
<th>District</th>
<th>Category</th>
<th>1991</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chamba</td>
<td>Total</td>
<td>44.70</td>
<td>63.73</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>59.96</td>
<td>77.22</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>28.57</td>
<td>49.78</td>
</tr>
<tr>
<td>Kullu</td>
<td>Total</td>
<td>54.82</td>
<td>73.36</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>69.64</td>
<td>84.55</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>38.53</td>
<td>61.24</td>
</tr>
<tr>
<td>Lahaul Spiti</td>
<td>Total</td>
<td>56.82</td>
<td>73.17</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>71.78</td>
<td>82.76</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>38.05</td>
<td>60.94</td>
</tr>
<tr>
<td>Sirmour</td>
<td>Total</td>
<td>51.62</td>
<td>70.85</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>63.20</td>
<td>79.73</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>38.45</td>
<td>60.93</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>Total</td>
<td>63.86</td>
<td>77.13</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>75.36</td>
<td>86.02</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>52.13</td>
<td>68.08</td>
</tr>
</tbody>
</table>

No doubt, there is significant gain in literacy status of these districts over the period 1991-2001, especially in female literacy rate, courtesy literacy campaign under the auspices of National Literacy Mission (NLM) and thrust on universalization of elementary education (UEE). The DPEP intervention has provided the desired infrastructural and academic inputs to strengthen universalization of primary education (UPE) in order to sustain the movement for universal literacy.

The expansion of primary education in the state, as is evident from Table 1.2, has been remarkable since 1948.

**TABLE 1.2**

**GROWTH OF PRIMARY EDUCATION IN HIMACHAL PRADESH**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Primary School</th>
<th>Student Enrolment</th>
<th>Total Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>261</td>
<td>8697</td>
<td>278</td>
</tr>
<tr>
<td>1978</td>
<td>4416</td>
<td>494737</td>
<td>14030</td>
</tr>
<tr>
<td>1986</td>
<td>6802</td>
<td>643494</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>7732</td>
<td>702391</td>
<td>23135*</td>
</tr>
<tr>
<td>1995</td>
<td>7740</td>
<td>777210</td>
<td>19884*</td>
</tr>
<tr>
<td>Jan. 2000</td>
<td>10,633 (Govt.) + 342 (Private Schools) = 10,975</td>
<td>28106</td>
<td></td>
</tr>
</tbody>
</table>

* Source: Directorate of Primary Education, Govt. of Himachal Pradesh, 2002.

* Includes all the category of teachers teaching at the Primary level e.g. Voluntary teachers, CHTs. HTs. etc.

** This data includes only JBT teachers.

The quality of education is mainly the determinant of school system-school infrastructure, and facilities, school climate, teacher characteristics, teacher-pupil interactions in the school, optimal participation of students is co-curricular activities and the leadership provided by educational authorities. There are socio-cultural factors affecting the education system,
particularly at elementary stage. The strengthening of school infrastructure through various policy statements followed by implementation programmes so as to make the system more effective in terms of learning outcomes of the pupils. Though there are other indicators pertaining to school inputs such as building, library, facilities, teacher strength, teacher pupil ratio, single teacher- single class, teacher characteristics, community support and so on. Despite this wide range of possible indicators, all being important in one way or the other, the main emphasis rests on academic excellence of the school through its students' learning outcomes, and it has direct dependence on teacher.

The District Primary Education Programme (DPEP) in four educationally backward districts, namely, Chamba, Kullu, Lahaul and Spiti and Sirmour is an endeavour to: (i) enhance learning achievement of primary school students; and (ii) to reduce disparities in learning achievement across location, gender, caste groups.

To achieve these twin goals, interventions are in vogue to provide school infrastructure, school facilities, teacher, teacher training in pedagogy, production of competency based learning materials, action research and so on, ensuring community participation of parental involvement in school education along with emphasis on continuous and comprehensive evaluation of pupils in schools and remediation to overcome learning deficiencies, especially in language and mathematics. The essence of the programme is that learning takes place both at school and home and school system is to be operational in social context. Hence all these efforts aim at bringing a change in socio-psychological dynamics of school to make it more
interactive and humanistic for optimum learning by the child. The ultimate aim is the enhanced academic success; may be named as minimum levels of learning (MLL) or mastery learning. Specifically District Primary Education Project (DPEP) is being implemented aiming at:

(i) Attainment of minimum levels of Learning (MLL).
(ii) Updating and reorganising the primary education curriculum and the text books (area specific approach).
(iii) Emphasis on child-centred approach.
(iv) Emphasis on activity-based approach to teaching-learning process.
(v) Shift of emphasis from teaching to learning.
(vi) Joyful learning.
(vii) Multi-grade teaching.
(viii) Provision of infrastructure facilities in primary schools.
(ix) Community participation in education.
(x) Care of special groups of children-disadvantages, disabled, girls, and first generation learners.
(xi) In-service education for primary school teachers for enrichment of their content and upgradation of their skill.
(xii) Preparation and utilization of low cost and no cost aids in teaching and learning.
(xiii) Continuous and comprehensive evaluation in the context of MLL.
(xiv) Enlisting parental cooperation and community mobilization in the education of the child.

The DPEP is ultimately meant to lead to greater achievement among all children in the age group of 6-14. This
means that children should find it worth coming to school and worth staying in the school for the prescribed period of 5 years for primary and later on 3 years for upper-primary education to successfully complete elementary education. This can happen only if the school becomes an attractive place where:

- the education offered is able to cater to children's individual needs.
- effective and feasible teaching practices are there.
- the children have good materials to learn from.
- the children have competent and motivated teachers.
- the learning among children is constantly monitored and supported.
- their teachers are provided academic and technical support.

The success of DPEP in terms of stated objectives is still in a process of rigorous scrutiny. However, the inputs in primary education, both in terms of physical infrastructure and teacher related aspects, are praiseworthy, and have brought a ray of hope among social activists, administrators that the goal of universal elementary education can be achieved through an area specific and time bound strategic planning. The mid-term assessment survey of DPEP districts (Koul et al., 2000) provided an empirical data base to indicate improvement in learning achievement of class V and II students as compared to baseline assessment survey (Singh & Gautam, 1996), along with positive changes in teaching-learning process, in-service training and improvement in physical infrastructure of primary schools. The success story of primary education in Himachal Pradesh has also highlighted the achievement of the state by independent studies (PROBE, 1999; De et al., 2000). The futuristic
perspective of primary education in Himachal Pradesh has been the issue of concern as pointed out by De et al. (2000):

Unlike other states where illiteracy is still a problem and non-enrolment still figures as a major issue, Himachal forces us to look at the type of education system which we have put in place, i.e. what are the problems to be faced if all children do achieve basic education. Every thing is in place but quality has still to be achieved. This is a prerequisite for an efficient education system where children enjoy their learning and have a good learning achievement. Again it shows up the urgency of curriculum reform and teacher training which will integrate the school-leaver with the opportunities in the society around him instead of creating an underclass of frustrated and alienated young people.

Hence all such on-going interventions either through DPEP in educationally backward districts or through DIET structure providing in-service teacher programmes to enhance school effectiveness, teacher efficacy and learning achievement of students need to be evaluated through researches in order to make the education system more humane and receptive to societal needs and individual aspiration in social context.

1.4 The Problem

In comprehensive review of researches on teacher education, Singh and Malhotra (1991) and Joshi (1997) have identified gaps in the researches carried out in this vital field, especially in-service teacher education, may be PMOST or SOPT and now through DIETs which need to be evaluated in order to provide academic and managerial inputs in the ongoing in-service teacher training programmes. There are only a few studies conducted in Himachal Pradesh in the previous decade to address to problems of school effectiveness (Thakur, 2001), status of teacher education (NCTE, 1997), evaluation of DIETs
(Koul & Sharma, 2000), baseline assessment survey (Singh and Gautam, 1996) and mid-term assessment survey (Koul et al., 2000). These studies have provided glimpses of empirical bases to highlight the achievement of primary education and teacher education as well as weaknesses that refer to the issue of quality. No doubt the success stories of primary education in Himachal Pradesh in national perspective are focus of two studies (PROBE, 1999; De et al., 2000), there is need to focus at micro level to look into problems of primary education vis-à-vis in-service teacher training, especially in backward districts. Moreover, state efforts in educationally backward districts of Himachal Pradesh under District Primary Education Programme (DPEP), namely, Chamba, Kullu, Lahaul-Spiti and Sirmour are intended to improve quality of education and teacher training as the most vital input in the programme. In the light of national commitment to provision of universal elementary education by 2010, the educationally backward districts have to make much more concerted efforts to provide quality education to all children in the age-group 6-14, and are to revamp the educational programmes by providing training to primary school teachers. Since this programme is district based, and has taken a shape keeping in view the local topography and culture specific conditions, of educationally backward districts and national commitment for universal education, it was thought worthwhile to undertake the problem for research:

**Evaluation of In-service Teacher Training Programmes for Primary School Teachers in a DPEP District of Himachal Pradesh**
1.5 Significance of the Study

The teacher occupies a pivotal position in education system. The success of educational programmes directly depends on teacher competencies, which can be enhanced through teacher training programmes. Since DPEP is the major intervention to cater to the needs of educationally backward districts of the country, the results of the present study are expected to be useful to provide an insight into pedagogical aspects in teacher training on the one hand and also to help DIETs to provide improved in-service teacher training programmes. This, no doubt, will facilitate the primary school teachers in particular and school teachers in general to cope with the problem of educating the young learners having little or no support from their families in their learning. Also, the results of the study are expected to act as a benchmark for further researchers in their pursuit to explore further into the evaluation of in-service teacher training programmes.

1.6 Objectives of the Study

1. To study the in-service teacher training programmes for primary school teachers in Himachal Pradesh under District Primary Education Programme (DPEP) in the light of objectives of the programmes:

   (i) Universal enrolment and retention of children in the age group 6-11 for universal primary education.

   (ii) Universal attainment (quality achievement) with reduced gender and social class variations in scholastic achievement.

2. To study the perceptions of primary school teachers regarding efficacy of ongoing in-service teacher training programmes in fulfilling objectives of DPEP in relation to gender.
3. To study the transfer effect of in-service teacher training programmes on attitude of primary school teachers towards teaching and teacher-student relationship in relation to gender.

4. To study the transfer effect of in-service teacher training programmes on teaching competencies of primary school teachers in relation to gender.

5. To study the views of teacher educators i.e. DIET faculty regarding the impact of in-service teacher training programmes aimed at improving teaching learning process for universal primary education.

6. To formulate suggestions for improving the in-service teacher training programmes.

1.7 Delimitations of the Study

Since the scope of the present study was delimited to a DPEP district of Himachal Pradesh, it was delimited in the following manner:

1. Only one DPEP district, namely, Chamba was selected because of being educationally most backward district of Himachal Pradesh.

2. The status of in-service teacher training programme was assessed through documentary analysis.

3. The evaluation of in-service teacher training programme was based on views and perceptions of teacher educators working in DIET and primary school teachers along with classroom observation of teaching-learning process in a causal-comparative manner.

1.8 Operational Definition of Terms

1. **Evaluation** refers to qualitative research approach with a holistic perspective to have a comprehensive view of the complex issue through the process of assigning units of measurement to phenomenon (in-service teacher training programme) in order to characterize their worth or value, usually
with reference to some social, cultural or scientific standard (attainment of universal education with quality). In the present study evaluation of in-service teacher training programme has been considered in terms of:

(i) Views and perceptions of teacher educators working in DIET and primary school teachers with regard to certain issues to content, methodology and transfer effect of in-service teacher training.

(ii) Classroom observation of primary school teachers in a causal-comparative manner to assess transfer effect of in-service teacher training in actual classroom teaching.

(iii) Attitude of primary school teachers towards teaching and teacher-student relationship, again in a causal-comparative manner.

2. **In-service Teacher Training Programmes** refer to the on-going short duration teacher training programmes in the DIET under DPEP, to improve teacher competencies at primary stage for achieving the goal of universal primary education in the initial phase and universal elementary education in the final phase in near future.

3. **DPEP District** connotes the district which is educationally backward, especially with regard to female literacy and girls' education; and for which special district specific time-bound project in the name of District Primary Education Programme (DPEP) has been launched to provide special inputs—both infrastructure and academic so as to achieve the goal of universal education.