CHAPTER - I

INTRODUCTION

Education is the key to the progress for development of country. The status of the teacher reflect the sociocultural ethos of a society. It is said that no pupil can rise above the level of its teacher.

In order to make the professional preparation of teachers effective, teacher education must be brought into main stream of the academic life in the Universities on one hand and on school life and educational development on the other said the Education Commission 1964-66. The commission also states that "the isolation of teacher education from the University and school must be removed".

It is an accepted fact that the progress of nation or society depends on the quality of its educational system and the strength of any educational system largely depend on the quality of its teachers.

Education is now Universally regarded as the most important instrument for effecting allround development of the individual and of the nation alike. After independence the Government of India and various
constituent, States have taken various measures for making education an effective instrument of socioeconomic and moral developments. However with the expansion and democratization of education, the quality of education in general and at the primary and secondary levels in particular tended to suffer badly. Of late, teacher education has received special attention from the educational planners as well as the educational researchers. In India, teacher has always enjoyed a prominent position in the system of education and his behaviour has been watched with almost care and caution from the earliest days. Now in free India again the teacher and his preparation has received a limelight from the expert bodies reporting on the reforms of education.

There are two types of teachers training:

1. Pre-service and
2. In-service.

Teacher Education a continuous Process:

Education is a life long process. In-service education as a programme is of very recent origin. It is a result of rapid changes in the different field of human endeavour and the need for professionals to keep up-to-date.
The need of in-service education of teachers was recognised as early as 1904 in Lord Curzons Resolution on educational policy. The need for a regular programme of in-service education was stressed in subsequent reports on various commissions. In 1950 the First conference of the principals of training colleges held at Baroda recommended "to ensure continued professional growth of trained teachers and to prevent their lapse into unprogressive methods, refresher courses should be organized".

The Secondary Education Commission 1952 was more specific in recommending the programme of Extension Services of Secondary Teachers. This resulted in the establishment of the All India Council for Secondary Education, which established extension services departments in the institutions of teacher education providing in-service education to secondary teachers.

In-service Teacher Education, Its Significance and Function:

In-service education and training of teachers is assuming greater significance in due recognition of its strategic role to improve the quality
of an educational system. Much attention of the educational planners and organisers is recently drawn to the need for a planned and comprehensive. Inset provision as an integral part of the educational policy evidently because of its being a potential force to bring effectiveness in the educational advancement. In fact, discussions and deliberation of international recommendations like recurrent and continuing education have substantially endorsed action initiation for teachers because of its naturally leading to an all pervasive general effect. The alluring notion, of the international report (Edgar Faure, 1973) Proposing life long education as the Master concept for all educational policies implies fascination for an individual to be learning throughout one's life. The foundation for developing such an attitude and acquiring abilities and skills to proceed in the direction can truly be laid in schools. A prerequisite to promote such atmosphere in schools naturally requires such a teacher as must be himself growing constantly in his knowledge and developing his skills. Rabinder-Nath Tagore, befittingly put in his poetic vision that, "Only a burning lamp can light another lamp". In further sequential understanding, it may be concluded that to meet the continuous
professional need of teacher, in the process of improving the quality of education, an effective INSET provision assumes crucial importance of great social significance.

Each college can be functionally related to a number of secondary schools in the neighbourhood and enable to provide extension services and guidance to them to improve their standards. A similar programme for the colleges themselves could be developed through the Universities. The Principle of decentralisation is accepted in all fields of life and education can not be an exception to it. Education and life are too much inter dependent that to practice no guidance can be given from a far off distance.

The major aspects of in-service teacher education of the rational, is based on three basic assumptions, that education is a key force for social development, that teacher is the linchpin of the educational structure and that his job is distinctly important from other professionals because of his unique responsibility to lay the foundations of personality development of an individual, to whom irreperable damage can be done if the teacher is half-hearted, irresponsible, disinterested ignorant or misinformed. The famous words of Henry Adame serve as a good


reminder, "A teacher affects eternity, he can never
tall where his influence stops".

Extension work is aimed at inducing changes in the lives of millions of people. It becomes incumbent on those engaged in this work, to examine underlying assumptions clarify objectives, evolve procedures to achieve goals.

Extension work must be undertaken as we live in a changing world, to guide people in the right of change.

Change is necessary to make the world a better place to live in. In any ecology organic or social a change in one part involves changes and forces of adjustment in other parts too. Thus change is necessary and inevitable. So concerned work is necessary to effect desirable changes.

Development implies a break from the status quo, from inertia, it implies movement, change. Change requires a certain attitude, motivation, information and appropriate physical and social infrastructure. It requires objective understanding of one's prejudieouse. This necessitates a rational outlook,
a scientific attitude towards life. Things are of no interest perse but only as, they are related to people.

The ultimate aim is to improve every man and the whole man. All improvement involves changes, but not all change involve improvement. Extension work, so, has the responsibility of judging and choosing knowledge, methods, equipment and resources.

The idea of Extension Service Centres in education has been borrowed from the agricultural extension. In the field of agriculture, which is the true cultures of India, extension service has worked wonders.

Establishment of agricultural Universities with active extention service centres is the main fountain for irrigating the barren lands of this country. However, this concept has not so far produced desirable results in education. This itself is the area of research and a team of active researchers may under-take a "Group Research" in this respect. Educators working in different parts of the country may come together form a team, design a research project and find out the ways and means of dissemination of information in the area of education.
Theoretical Framework:

Extension education may be defined as a continuing education of teachers and other educators which commences after initial professional education is over and which leads to the improvement of professional competence between in-service teacher education. It is difficult to differentiate between in-service teacher education and educational extension. Let us consider them as synonyms. Both aim at improvement of professional competence. Extension is more concerned with new changes and innovations. It keeps education dynamic and surely effective.

Extension education refers to "Those education and training activities engaged by primary and secondary teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skill and attitudes in order that they can educate children more effectively". Bolam stated the need of extension education.

All professions where new changes and innovations come about a rapid pace and where these new innovations and development are put to us without
Delay, extension programmes are necessary for the purpose of providing continued education to the practitioners.

"A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions".

The broad aim for Extension Service Centre in education is to help continuous professional improvement in knowledge, attitude and values as the purview of in-service education. It should also improve effectiveness of user agency and institution, such as schools, departments of education. Teacher education institution and supervisory staff.

The new teacher needs a great deal of support in the first year of his work in the school. Proper counselling at this stage will help the teacher to acquire appropriate practical skills and the confidence to meet the class-room situations.
Perspective:

From among all the strategies for qualitative improvement in schools, the most important improvement is upgrade the professional competence of teachers. In-service education of teachers is considered as the most important programme in education today.

The National Policy on education 1968 lays emphasis on this aspect as follow.

"Teacher education is a continuous process and its pre-service and in-service components are inseparable. As the first step the system of a teacher education will be overhauled. The new programme of teacher education will emphasise continuing education and the need for teachers to meet the thrust envisaged in the policy".

In order to implement the intent and spirit of the policy with regard to in-service education it would be necessary to have a comprehensive provision for in-service education with a variety of education and programmes catering to the continuous professional growth of the teachers. It would also be necessary to plan, organise and evaluate the programme more carefully so as to achieve objectives and goals of in-service education.
Different Agencies That Develop In-service Programme:

1. National Level
   a) N.C.E.R.T.
   b) National Council for Teacher Education.
   c) U.G.C. The University Authorities.
   d) Regional College of Education.

II. State Level
   a) S.I.E. / S.C.E.R.T.
   b) State Board of Teacher Education.

III. District Level
   a) District Education Officer.
   b) Subject Teacher Association.
   c) Extension Service Centres.

Philosophy and Definition of Extension Service Centre:

Educational extension is a philosophy by itself. It is both an art and science. It has got its own principles to be formulated and practices to be pursued. It has evolved its own techniques to be tackled and taxonomy of objectives to be reached. It professes to evaluate its achievements and appraise of its future.

Let us try to have a discerning look at this new philosophy. Educational extension assumed in its humble beginnings a dichotomy between pre-service
education and in-service education. It assumed even before that the teachers are the best agents of ushering in new changes into the school worlds. But the agents must be trained for their jobs. We have to train them in three things. 1. A New knowledge. 2. New skills and 3. New attitudes. This training, they called pre-service. But then the philosophers realised that no sooner did their pre-service training come to an end than the new knowledge, new skills, and demands for holding new attitudes have loomed large over the horizon and hence whatever has been taught previously needs to be supplemented, appended, amended and modified thereafter. This can be done not by recalling the teachers to the institutes but by carrying this new knowledge and skills to the institutes of their work, to the field of their activity. This they called the in-service training. This was as good as extension of new knowledge and skills. But it was continued to this precincts, of school education only and hence that took the first form of educational extension.

The Present Position of Extension Service Centres:

National Council of Teacher Education (NCTE) has always emphasised the need for in-service education of teachers on a continued basis. Various
recommendation in the NCTE meeting and reports of the special working group on in-service education highlighted the significance of effective education. Apart from the need to formulate a comprehensive policy, it has been stressed that in-service teacher education should be a collaborative venture between the state, centre and local institutions. A comprehensive plan in this regard should spell out meaningful partnership among the different agencies to plan initiate, monitor and evaluate these programmes. Special emphasis has been laid on the role of SCERT/ STEs for co-ordinating such activities as well as for undertaking research in and development of innovative strategies and undertaking pilot trails to achieve the objectives, suggestions have also been made and given. Special consideration have also been made to give special consideration to professional needs to teachers in tribal areas. To achieve this objective, there is a need for involvement of all agencies including University, Department of Education, Teacher training institutions, school inspectors, a local managements of institutions. Recognition of new initiatives in teacher education and upgradation of selected colleges teachers education (CTEs) and Institutes of Advance studies in Education (IASEs) appear to be songuine hope to achieve the objects.
This important task of in-service education of secondary teachers was prominently taken in the past in extension services centres. These centres adopted a variety of techniques to upgrade professional knowledge of teacher. But it could not reach up to all teachers in secondary schools. The present situation promises to achieve this objective of universal in-service education for secondary teachers. It is expected that 200 college of Teacher Education (CTE) and 50 institutes of Advance Study in Education (IASES) will be able to reach all teachers with the help of other training institutions. University department of education and institutions. Like Extension Services Centres and colleges of teacher education.

Need of the Study:

The all India Council for Secondary Education was set up as an autonomous body by the Government of India in the year 1955 and Four Extension Services Departments were established during the year 1955-56 in the State of Maharashtra. These centres were at 1. S.T. College, Bombay, 2. Tilak College of Education, Pune. 3. University Training College, Nagpur and 4. S.M.T.T. College, Kolhaur. The Expenditure incurred was fully reimbursed by Government of India.
These centres were provided with a Government vehicle also.

During the year 1970-71 these centres were transferred to the State Government. In addition to these, from the year 1969 to 1972 one Extension Service Centre was attached to college of Education in each district of Maharashtra. In 1986 two more Extension Service Centres were established in new district i.e. Jalana and Gadchiroli. Today there are 28 (except Latur and Sindudurga district Extension Service Centres of Secondary level and Amravati. Gargotri and Pune have Primary level. This means, the centres have grown and developing in chronological age to acquire maturity independence and vitality in their activities.

In-service training of teachers in the secondary schools has been the first and formost duty to these centres. From time to time the State Government also provided certain objectives norms. In 1982-83 there has been a revision in the curriculum of our secondary school. But the methods of instruction used, instructional material availed of, mode of planning and organisation adopted, examination reforms practised have remained the same more or less time warn. These could
have been some of the areas in which the Extension Services could have undertaken some innovations. Such a survey of activities undertaken during the period of 1980-81 would prove of these objectives of Extension Services have fulfilled and purposed of the establishment served.

Today the centres exist as an appendage to the college of education in which they are located. It is a clear fact that pre-service training programmes in most of the district have reached a point of saturation. So their is a dire need to work at these centres from a difficult point of view. In the year to come, Extension Services Centres will have to become the prime most function of these colleges and the whole college will have to work as the centre for in-service training programme in its widest connotation. This shift from pre-service to in-service training demands stock taking of activities pre formed on the basis of analytical diagnosis as the first step and secondly to suggest norms so that such activities are vitalized, made more efficient and effective to earn maximum profits.

Statement of the Problem:

The problem for research is, therefore stated as follows:
"A critical survey of Activities undertaken by Extension Service Centres in the state of Maharashtra".

Definition:

1) **Critical** :-

   Critical evaluation refers to judging the effectiveness of the programmes or activities by those who had participated actively in them.

Activities:

Extension Service Centres include all activities engaged in professional persons during their service designed to promote their own professional growth. All such activities which will bring new insight growth, understanding co-operative practice, improvement of instructions and development of curriculum material are included in in-service education activities taken by Extension Service Centres is a prime importance to stimulate a programme of secondary school improvement.

Extension Service Centre:

Extension 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 profession competence of educators all through out their carrier". 28 Extension Service Centres attached to college of education. (Secondary) one in each district in the state of Maharashtra and are working for secondary teachers.

Maharashtra:

Political area of the State of Maharashtra.

Statement of Problem:

A critical survey of activities and programmes undertaken by Extension Service Centre in the State of Maharashtra. In other words the study is related to the evaluation of activities and the courses conducted by the Extension Service Centres in the State of Maharashtra.

Aim of Study:

In-service training programme is essential for improvement and development of teachers was recognised in Maharashtra long back. Several Extension Service Centres were established at the district places only. Through this centres several programmes was arranged. To what extent the activities conducted by and the training programmes arranged by
Extension Service Centres in Maharashtra proved meaningful and useful. The main aim of the study is to evaluate critically the programmes and the activities carried out by the Extension Service Centres.

**Objectives of Study:**

1. To collect the details regarding the training courses and activities conducted by Extension Service Centres during 1980-1990.

2. To find out the extent to which has the teacher had undergone the training were benefitted by the activities or programmes conducted by Extension Service Centres.

3. To search whether the teachers who had undergone training could improve their knowledge in their discipline.

4. To find out the degree to which the teacher could increase their professional growth and improvement.

5. To examine whether the training given helped the teachers in improving their teaching and making it effective.

6. To find out whether the training course was helpful in improving school management.
7. To find out whether the teachers left it that the National Integration was developed in them after undergoing training.

8. To search whether the training helped the teacher in formation of subject teacher association.

9. To study the way in which the training motivated the teachers for acquiring more knowledge and up to date skills.

10. To find out whether the teachers were introduced with the modern and up to date concept and knowledge in their discipline.

Delimitation of Study:

Considering the nature of the study and the time and resources available some of the delimitation were imposed upon the study. They are as follows:

1. The number of teacher selected from each district were relatively less.

2. For evaluation it was not possible to use test devised specifically from different disciplines and hence through
questionnaire technique the evaluation was made.

3. Since the number of co-ordinator, and Honorary Director were limited they all were included in the study but that has resulted unequal cell frequency which more sophisticated statistical techniques could not be employed.

**Hypothesis Tested in the Study**: Assuming that the other factors are kept constant.

1. Activities carried out by Extension Service Centre help in enhancing knowledge of teacher.

2. Professional growth and development of teacher is possible through the activity conducted by Extension Service Centres.

3. The teachers participating in the course can improve their teaching and it results in effective teaching.

4. The activities and training imparted through the Extension Service Centres help in improving a school management.
5. National Integration is developed among the teachers who participated in the training programmes conducted by Extension Service Centres.

6. The participant teachers get encouragement in forming the subject teacher association through the activities and training given in Extension Service Centres.

7. The teachers are motivated for overall development through the training and activities conducted by Extension Service Centres.

8. The teachers participating in Extension Service Centres are oriented towards new knowledge and they are introduced with new concepts in their disciplines.
DEVELOPMENT OF EXTENSION SERVICE CENTRE'S IN INDIA.

A Historical Review:

Need for the in-service education of teachers was recognized as early as 1904 in Lord Curzon's resolution on educational policy. The need for a regular programme of in-service education was stressed in subsequent reports or various commissions in 1918, 1929, 1937, 1944, 1949, 1953 and 1954. In 1950 the first conference of the Principals of training colleges held at Baroda recommended "to ensure continued professional growth of trained teachers and to prevent their lapses into unprogressive methods, refresher's courses, both general and special, should be organized". The secondary education commission 1952 was more specific in recommending the programme of extension services of secondary teachers. This resulted in the establishment of All India council for Secondary Education, which established extension services departments in the institutions of teachers education provided in-service education to secondary teachers. On recommendation of All India council for secondary Education, the Government of India established 54 Extension Services Centres in 1955 and 1957.
The Background of Establishing of Extension Service Centres:

"Teacher training of the systematised type that we have today has, had a fairly long history in this country dating back to the middle of 19th century. Through these hundred years and more teacher education programme has grown and developed in proportion to the expansion of education at all levels. The organisation of teacher education in our training institutions was however more or less of a stereo typed and standardized, kind, adequate only for the equally standardized requirements of the system of education that was then prevelants with the coming of independence. New ideas flew into our educational practices enlarging their scope and depth to a wholly unprecedented degree. The changes coming in quick succession within a short span of ten years threw up an exacting challenge to the teacher educator. It was found that the preparation which the training institutions had neither to given to their students could not equip them sufficiently to handle with confidence or conviction the new subjects that were introduced in our curricula. Nor did it help them to adopt the new approaches that were essential in an educational system which has to adopt itself to different goals and purposes."
History of Education Extension:

History of in-service education in India is not a very old one. A course of continuation of education for improving the professional competence of the teachers, both in content and method of teaching, the concept of in-service education is undoubtedly a development of comparatively recent times.

A study of the development of in-service education in modern India will not be complete without a review of the growth of pre-service teacher education with which it is intimately related. It may be pointed out that, as in many other directions, in the matter of teacher training also, the initiative came from the missionaries early in the nineteenth century. European missionaries started normal schools and classes to impart training to the catechists and teachers of the mission schools.

It was in the year 1846 that the council of Education in Bengal, started a normal school in Calcutta for providing some sort of education to the teachers of the elementary schools.

In Woods Despatch dated 19th July 1854 the court of Directors declared. "Our present aim
should be to improve the teachers whom we find in profession. They should moreover be encouraged to attend the normal schools and classes which may hereafter be instituted for this class of teachers. We desire to see the establishment with as little delay as possible of training schools and classes for masters in each presidency of India.

After the publication of the woods Despatch a few normal schools were opened to prepare teachers at the elementary level. The first professional college to prepare teachers at the secondary level was opened in Madras in 1856.

In 1882, Government of India appointed Indian Education Commission. The Commission (1982-83) recommended that an examination in Principles and practice of teaching be instituted, success in which should thereafter be a condition of permanent employment as a teacher in any secondary school, Government or aided.

b) That graduates willing to attend a course of instruction in normal school in the principles and practice of teaching be required to undergo a shorter course of training than others.
Thus we find that these two important documents were concerned about the quality of teachers who as a rule entered the schools without any training in those days.

In a country where the professional preparation of teachers started more or less during the twentieth century, one could not expect a special consideration or a thinking in the field of in-service education earlier.

The need of in-service education and the role of the training colleges was made in Lord Curzon's Resolution on Educational Policy in 1904. It stated -

"Every possible care should be taken to maintain a connection between the training college and the school so that the student on leaving the college and entering upon the career as a teacher may not neglect to practise the methods which has been taught, and may not be prevented from doing so and forced to fall into line with the more mechanical methods of his untrained colleagues.

The trained students whom the college has sent out should be occasionally brought together again and the inspecting staff should co-operate with the..."
training college authorised the seeking that the influence of the college makes itself, felt in the School".

The above Resolution for the First, emphasised the importance of in-service education of the teachers.

The next landmark in the history of in-service education was the Government of India Resolution of Educational Policy, dated 21 February 1913. It laid down the major Principles for expansion and improvement of education and again emphasised the importance of in-service education for the teachers. The resolution said -

"The trained students whom, the college has sent out should be occasionally brought together again and the inspecting staff should co-operate with the training college authority in seeing that influence of the colleges makes itself felt in the schools. As teachers left to themselves are liable to deteriorate, there are great advantages in periodical repetition and improved courses during school vacation".

In the year 1929 the Hartog Committee in its recommendation's clearly came out with the need for
in-service education of teachers. Inter alia it recommended "Even under ideal condition where the right type of teachers have been selected and well trained, the teachers is much isolated and must often be in need of guidance and encouragement, journals, refresher courses, conferences and meeting can do much to brighten the lives of the teachers and improve their work".

After the recommendation of Hartog Committee, one finds some sporadic attempts at the In-service training here and there. The State Government of United Provinces started a scheme of refresher courses for school teachers and several courses were given at different universities by University Professors. However, due to financial difficulties this scheme was discontinued. Even after the recommendations of the Hartog Committee, no systematic efforts appear to have been made either by the Government of India or by the Universities or training colleges to organise a planned programme of in-service education in the country.

In the year 1937, the report of Vocational Education in India by A. Abbot and S.H. Wood was published. The authors of this report clearly referred
to the new concept of two fold nature of training of teachers, namely pre-service training and in-service training.

They stated:

"We are of the opinion that the training of teachers should consist of two distance parts. First - a pre-employment training of students in normal schools and later refresher courses for practising teachers. The second part of training has not developed in India to the extent which conditions of the life and the service, particularly of rural teachers demand. If the spirit of those who have had something before entering upon their work is to be kept alive and if their technical skill as teachers is to be improved. It is vital that they should have opportunities from time to time to attend refresher courses". The climate for in-service training of teachers gradually improved in India after 1937. This is evident from the report of other commissions and resolutions by professional organisation of teacher educators.

In 1944 the report on "Post war Educational development in India" while discussing the need for an improved organisation of teacher preparation said -
"In addition to the provision for the actual training of teachers, refresher courses in accordance with the recommendations of the Board, should be provided at frequent intervals in order to keep trained teachers up to date. Such courses should cover all the subjects of the curriculum as well as new ideas and methods of general interest. They are of the greatest importance in a country where a large number of teachers necessarily serve in isolated villages.

During the year 1944 to 1948 one finds different states taking up the programme of refresher courses in the country. In Madras city during the forties, short courses and evening classes were arranged from time to time. In U.P. a refresher course in General Science was held. In Bihar, the technique of organising refresher courses was improved. During the year 1950 the University of Mysore organised a summer courses in Education for the college lecturers. In Bombay, the association of the Headmasters of the Bombay State with the co-operation of the Education Department organised a refresher course at Mahabaleshwar. A three week in-service course was organised at Jullundur.
In 1949, the University Education Commission under the chairmanship of Dr. S. Radhakrishnan, after visiting a number of teacher colleges and meeting a number of teacher educators recommended -

"An urgent reform is the institution of Vacation refresher courses for High School and Inter college teacher. At present neither students nor teachers utilise their vacation. For most of them vacation is the period of want of occupation. Most of our teachers do not keep intellectually alive, and there is little inducement for them to do so. It is extraordinary that our school teachers learn all, of whatever subject they teach before reaching the age of 24 or 25 and then all their further education is left to experience which is another name for stagnation. We must realise that experience needs to be supplemented by experiments before reaching its fullness and that a teacher to keep alive and fresh becomes a learner from time to time. Constant outpouring needs, constant in-taking, practice must be reinforced by theory and old must be constantly tested by the new".

The commission also recommended that the
scheme of refresher courses could be made a real success if the authorities of schools and colleges and the Government Education Departments made certified attendance at University refresher courses, one in every four or five years, a qualification for promotion.

In 1950 the first conference of Principals of the training colleges met at Baroda. A special committee of the conference on the organisation and administration of in-service teacher education recommended:

"To ensure the continued professional growth of trained teachers and to prevent their lapse into unprogressive methods, refresher courses both general and special should be organised".

The committee recommended short courses for untrained teachers, refresher courses for trained teachers and special courses for those teachers who wanted to have any advanced training in a specific field.

The recommendations of the secondary education commission in the year 1953. The commission observed -
"However excellent the programme of teacher training may be, it does not be itself produce an excellent teacher - increased efficiency will come through experience critically analysed and through individual and group efforts at improvement. The teacher training institution should accept its responsibility for assisting in this in-service stage of teacher training. Among the activities which the training college should provide or in which it should collaborate are:-

1) Refresher courses (2) Short intensive courses in special subjects, (3) Practical training in workshop, (4) Seminars and Professional conferences. It should also allow its staff where possible to serve as consultants to a school or group of schools conducting some programme of improvement".

In 1954, Government of India appointed an International Project Team to study various steps and procedures needed for implementing the major recommendations of the Secondary Education Commission.

The cumulative effect of these series of recommendations by various commissions and committees and the efforts of the professional association of
of teacher educators resulted in the establishment of the All India Council for Secondary Education in the year of 1955. It was decided to start a well planned and well organised programme of in-service education of secondary school teachers, brought through the establishment of Extension service centres in selected training colleges in the country. The decision was a historical step taken in the direction of improvement of education in general and secondary education in particular.

The All India Council for Secondary Education was set up as an autonomous body by the Government of India in the year of 1955. The council established extension centres in 24 teachers colleges in the country in 1955. The major objectives of these centres were to improve the professional competence of teachers through a sound programme of in-service education and to stimulate programme of school improvement.

In April 1959 the character of All India Council for Secondary Education was changed. The council was converted into an Advisory body and its function were taken over by the Ministry of Education, Government of India which implemented the programme

In September 1961 a new autonomous organisation - The National Council of Educational Research and Training (NCERT) was started and DEPSE became one of the departments of this new organisation. The major function of NCERT are (1) Training, (2) Research and (3) Extension work in Education. Thus the total number of colleges organising extension and in-service programmes in the country went up to ninety six by 1965.

A sound programme of professional education of teacher is essential for the qualitative improvement of education.

The recommendation of Report of the Education commission, 1963 said - "To break down the isolation from schools, every training institution should be required to guide neighbourhood schools and their staff in planning their work and in using improved methods of teaching. Such extension work is needed as much for the improvement of school as for the improvement of the training programme itself. We therefore recommend that an extension department should be established in each training institution.
pre-primary, primary or secondary, and should be regarded as an essential part of the programme and the responsibility of the training institution as a whole.

"It was thus clear that unless we take immediate steps to prepare our teachers in-service for the new challenge, we would not be able to implement our schemes of re-organisation with any measure of success. To institute an organised system of in-service training for teachers to maintain their professional competence, became a imperative necessity.

Establishment of Extension Service Centres:

The all India Council for Secondary Education established extension service centres in twenty four teacher's colleges in the country in 1955. During 1957-58 more extension centres were opened in teachers colleges and the number of colleges organizing extension programmes reached to fifty four. The major objectives of these centres were to improve the professional competence of teachers through a sound programme of in-service education and to stimulate a programme of school improvement.
54 Extension Service Centres as below:

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<th>State</th>
<th>Name of Extension Service</th>
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<td>Pradesh</td>
<td>2. Govt. College of Education Hyderabad</td>
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<td>Usmaniya University.</td>
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<td>13. A.G. Teachers College Ahmedabad.</td>
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<td>50. Teachers Training College Banaras Hindu University</td>
<td>Varanasi (Banaras)</td>
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<td>53. Vidhyabhavan Viswabharati</td>
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Map - India Extension Services Centres.
Progress of Extension Service Centres In India:

In April 1959, the character of All India Council for Secondary Education was changed. The council was converted into an advisory body and its functions were taken over by the Ministry of Education, Government of India which implemented the programme through a new office. The Directorate of Extension programmes for Secondary Education (DEPSE). The New set up was very shortlived but it cold do a great harm to a smoothly developing programme within the short period of two and half years.

The State of Maharashtra:

In order to make the "Professional preparation of teachers effective teacher education must be brought into the main stream of the academic life of the universities on the one hand and of school life and educational developments on the other". Kothari Commission.

The post independence period in India was seen tremendous explosion in the number of school going children and adolescents.

Before the reorganisation of the states on the 1st November 1956 there were (as specified in the first schedule of the constitution) -

i) Ten states as part A states. ii) Eight States as part B States. iii) Nine states as part C State and one part D Territory.
These new states were formed and the former administrative units were rearranged and reformed. These are more or less Linguistically Homogenious Units. Bombay being the only bi-lingual states with Gujarathi and Marathi districts. "The former Gujarati districts of Saurashtra and Kutch and the Marathi districts of Madhya Pradesh (Viz-Vidarbha) and of Marathwada of Hyderabad were added to the old Bombay States.

As a result of the states reorganisation act of 1954 there was thus a complete reorganisation of states on 1st November 1956.

Bombay which was a formerly trilingual became bi-lingual. The districts of Belgaon (excepting changed taluka which remains in Kolhapur district of Bombay) Bijapur, Dharwar and North Kanara went to Mysore State. The Abu Road taluka of Banaskantha which was predominantly Hindi went to Sirohi district of Rajasthan. To the former 14 Marathi district including greater Bombay, 13 new Marathi districts, eight from Madhya Pradesh and five from Hyderabad were added. From Madhya Pradesh the districts added were 1) Akola, 2) Amravati, 3) Bhandara, 4) Buldhana, 5) Chanda, 6)Nagpur, 7) Wardha and 8) Yeotmal. From Hyderabad...
district came 1) Aurangabad 2) Beed 3) Osmanabad, 3) Parbhani and 5) Nanded - except Daghor taluka and Mudhol, Bhiang and Kuber Circles of Muthol Taluka. Besides these five districts Kinwat and Rajura taluka and Islampur circle of Peth taluka of the Adilabad district now forming part of the Telangana areas of the newly constituted Andhra Pradesh came to Bombay State. The three talukas of Bidar mentioned above are merged in the Osmanabad district have been merged in Nanded District. Bombay now comprizes of 43 districts in stead of the former 28 district. The five districts of Saurashtra along with Kutch from the six district of the Saurashtra region of Bombay state.

From 1st May 1960 according to the state reorganisation the bilingual Bombay was changed into unilingual Maharashtra i.e. (Marathi knowing, speaking, districts were included in Maharashtra state as per 1961 (Census). The population of the state is 6.28 crores. Its area is about 307, 69059 Kms. with a costs line of 720 Kms. It comprises of 30 districts and included 303 talukas. The ratio of Urban and Rural population is 35: 65. There are 39 354 villages and 25 cities. In respect of the size and population Maharashtra stands third in the Indian Union.

These 30 districts were clustered into 4 administrative regions 1) Aurangabad, 2) Bombay 3) Poona
4) Nagpur in the beginning. But for the Educational Administration they are now further subdivided into 7 regions since 1st May 1971. 1) Amravati, 2) Aurangabad, 3) Bombay, 4) Kolhapur, 5) Nagpur, 6) Nasik, 7) Poona.

Maharashtra's Role In Providing Dynamic Leadership In Education:

India witnessed the Centuries in the history of world, full of stability and instability period. Every nation was its own cultural, political, social and educational heritage. There are periods of progress, in every field of life of the nation. India too, has achieved the educational progress through the efforts and hard work of the great men like Dr Annie Besent, Bankimchandra Chaterji Gopal Krishna Gokhale, Bal Gangadhar Tilak, Gopal Ganesh Agarkar, Mahatma Jyotiba Phuley, Rabindranath Tagore, Dr. Babasaheb Ambedkar, Dr. Dhondo Keshao Karve. Acharya Vinoba Bhave, Dr. J.P. Naik etc. There are a few great leaders who worked for the masses, devoted their life and energy for the uplift of the Maharashtra and therefore Maharashtra cannot forget these great leaders throughout their lives. However, the fact remains that the educational progress that was achieved with as accelerated growth from time to time in the teacher training programme, always attracted
Bombay, Madras, Calcutta, Punjab and Delhi as the five important places to cover all the corners of the Nation. Bombay is in Maharashtra. It is not a chance element that is responsible, but every inch of Maharashtra is enriched with the spirit of education that Bombay has one or the other reason, in the realm of history, stopped the community to progress, but the intelligent giants, during last 150 years of Maharashtra, thrilled the nation, the masses with their uncessing efforts as all such dynamic educational thickness patriots, social reformers, provided Maharashtra, the part of India, a continuously burning leadership in education through the personalities like Tilak, Gokhale, Agarkar, Mahatma Fule, Dr. Ambedkar, Dr. Punjabrao Deshmukh, Dr. Karve, Vinoba Bhave, Laxmanshashtri Joshi, Dr. A.B. Kolte, Dr. J.P. Naik, Dr. Chitra Naik, Shri V.V. Chipalunkar, (Ex Director of Education in Maharashtra) Miss Sulbha Panandikar etc.

ROLE OF DIFFERENT AGENCIES IN THE IN-SERVICE TEACHER EDUCATION OF TEACHER:

"The professional Preparation of teachers, being crucial for the qualitative improvement of education, should be treated as a key area in educational development and adequate financial
provision should be made for, both at the state and national levels.

It is now recognised that, in-service education of teacher occupies a crucial place in our efforts to bring about significant improvement in education. In all professions there is a need to provide further training and special courses of study, on continuing basis after initial professional preparation. Need is more urgent in teaching profession because of the rapid advances in all fields of knowledge and continuing evaluation of pedagogical theory and practices. The task of promoting in-service growth amongst teachers is too significant and vast to be left to any one single agency. It requires the concentrated efforts on the part of a large number of agencies and institutions engaged in the task of Regional college of Education, improving instructions in schools and providing for professional growth of the teaching personnel. Such agencies include teacher training institution, supervisory staff of the state Department of Education, state Institutes of Education, professional organisations, Universities, universities Grant commission etc. These agencies have to organize various types of in-service programmes to meet varying needs of teachers.
TEACHER TRAINING INSTITUTIONS

All India Council for Secondary Education sponsored the setting up of Extension Services Departments in twenty three secondary teachers training institutions in 1955. The number of extension services department has been since then expanded to over one hundred in the secondary training colleges, thirty in the primary teacher training institutions and fifteen are located in the state Institutes of education. These Secondary extension service departments organize in-service programmes for teachers through short courses, seminars, workshops, study circles etc. They receive financial support from the central and state Government and the National Council of Education Research and Training Extension Services department of Regional College of Education have played a useful role in organizing a number of activities for teachers. Such assistance may include -

i) Providing in-service education and other extension services to the neighbouring schools or at least to those schools where practice teaching for pupil teachers is arranged.

ii) Encouraging teachers of neighbouring schools to use the resource of the training institution.
iii) Adopting some schools and developing them as model demonstration schools.

iv) Developing and publishing professional literature for teachers.

v) Keeping in continuous contact with the alumni and helping them through correspondence and publications as well as through consultative service.

vi) Assisting the supervisory staff in their areas in organising in-service courses for teachers.

2) **Supervisory Staff:**

The inspectorate in India has the major supervisory responsibility for school education. They can utilise their position as professional leaders. They can plan and develop some of the best in-service education activities for teachers. Entrusting the responsibility of teacher inset to the supervisors and school inspectors has the advantages of Universalizing the provision as well as basing the programme on the real needs of schools. There will also be comparatively less bottlenecks in the functioning.
3) **State Council of Education Research and Training**  
*(State Institutes of Education)*

State Institutes of Education were established almost in all the states of India in the year 1964. Originally its functions were limited to the improvement of primary education. But from 1977 onwards, functions related to pre-schools, secondary and higher secondary levels were added. The state Institutes have a special division for in-service education.

The S.I.E. in a state is the main agency for sponsoring, organising, co-ordinating and assisting all types of in-service programme for elementary teachers, whether organised directly by it and Constituent units or organised by other agencies in the State. It is hoped that, before long, the S.I.E. will act as effective co-ordinating agencies for all types of in-service education programmes in each state. They will also have to constantly strive to improve the quality and effectiveness of varied types of in-service education programmes and activities. The state Institute of Education was transformation and upgradation in 1984-85 came to be known as the state council of education research and training of these activities as teachers participation will to a large
extent remain assured. This would however, require distribution of responsibility among the inspectorial staff of local, district, division and state levels.

4) Professional Organisation:

By definition, the professional organisation is an association of persons working in the same profession. One of the criteria for an occupation to be called a profession is that it should strive for the upgrading of professional standards. If the in-service growth of a teacher is considered to be the primary responsibility of the individual himself, the role of the professional organisation assumes special significance. Headmaster and Teacher's Association, subject teacher association, these are professional organisations which have taken up some series of studies in the field of teacher education.

5) Universities:

The universities being the seats of higher learning, can play a very significant role in promoting in-service growth among teachers.

The University Grant Commission has done a great service in sponsoring through Universities in
India, summer institutes for school as well as college teachers. This has brought the University personnel closer to school teacher.

6) **National Council of Educational Research and Training:**

The NCERT being the Principal agency functioning at the national level with responsibility for organising in-service education programmes for teachers has to play an important role in the development of these programmes.

The council should also provide such training courses as well equipped supervisory staff of the state Departments to discharge their duties of giving academic guidance to teacher more effectively. The council has also to initiate new programmes of in-service education for other key educational personnel in the State Department of Education and other agencies in the state.

The council has to assume and undertake research for improving the effectiveness of in-service education and extension programmes. The council has been the pioneer of in-service movement in this country and major part of work in this area is carried out by
its all agencies throughout the country.

IN-SERVICE EDUCATION IN DIFFERENT COUNTRIES:

The development of in-service education programmes are of recent origin. As such there are only a few countries where it has been organised on a systematic basis. The 1970 where characterized by the concept of the in-service education for teachers as a medium for implementing changes in education, enforcing educational reforms and innovations, and improving teachers and their professional skill.

A powerful stimulus for identification of the concepts of in-service education for teachers in individual countries was Recommendation No. 69 adopted by the thirty fifth session of the International Conference on Education. (Geneva-1975). This recommendation dealt with the role of the teacher in a changing world, including problem of lifelong education. In-service education was considered as one component of the lifelong education of teachers and formed an integrated whole with their initial training.

During the 1970s problems of in-service teacher education in the broadest, had come to the fore
in individual countries and had stimulated activities by various organisation and professional groups. This created the need to co-ordinate these activities at national, regional and International levels, and to subordinate them to the general concept of lifelong education. Selection for the teaching profession through pre-service training of teachers at all levels as well as through in-service education, was to be carried out in accordance with the educational policies of the respective countries, taking into account international recommendations and agreements.

In-Service Education of Teachers in Socialist Country:

In Western Europe:

On the basis of these programmes, certain forms of in-service education of teachers were developed in individual socialist countries on traditional lines, or to meet new and specific needs.

Increasing demands on teachers are linked with the sociopolitical importance of their activities in the preparation of youth. The teacher in the socialist school bears responsibility for the communist education of each individual education aimed at the harmonious development of personality, working skills and social
Integration. In some countries, these demands have already been established by law such as in Czechoslovakia and Hungary.

**Other European Countries:***

In-service education of teachers in other European countries includes all activities leading towards raising the professional qualifications of the teacher after graduation from initial training, such as personal and professional development, raising of qualification and improvement of educational activities.

Such activities are implemented by many institutions and organisations with different degrees of co-ordination, in colleges and universities, central, regional or local educational bodies, teachers centres, and commercial companies and industrial enterprises. There exist many systems of organisation and models of in-service education of teachers responding to the changing demands placed by society on education systems and to change in the personalities and role of the teachers themselves.
According to the organisation for Economic co-operation and Development (OECD) and Centre of Educational Research and Innovation (CERI) Project, there are two contradictory approaches within the in-service education of teachers. In-service education is oriented to the need of individual teachers and their professional development, but it must also meet the needs of the education system as a whole including that of individual schools. Recently, an important innovation has been school focused, decentralized in-service education of teachers, which should meet the needs of teachers as professionals as well as those of the school and the educational process. The school is part of the educational system and the teacher is part of the school. The school focused approach takes into account the participation of all teachers, and defines practical needs, as well as planning, implementing and evaluating in-service education. Research will be undertaken to resolve existing problems indicated by the OECD/CERI project. Emphasis will be put on the importance of elaborate, long term planning and the acquisition of corresponding material resources.

**Developing Countries:**

The activities carried out in the developing countries of Asia and Africa are remarkable.
The Asian Programme of Educational Innovation for Development (APEID) has made significant contributions of in-service education. This programme of regional co-operation among nineteen countries was initiated by a recommendation of the Third Regional Conference of Ministers of Education and those responsible for Economic Planning in Asia, and authorized by the Unesco General Conference at its Seventeenth session in 1972. It is also assisted by the Asian Centre of Educational Innovation for Development (ACEID) which is located at the Unesco Regional Office for education in Asia and Oceania in Bangkok. These meeting evaluate activities of the past year, and set a plan for the coming year.

On the initiative of Bristol University Centre for overseas studies, a project on in-service education of primary school teachers was carried out in 1980-81. This the INSET Africa Project, was carried out in thirteen English speaking countries. Universities in these countries were supported by the Association for Teacher Education in Africa. At the end of first stage the German Foundation for International Development (Born, Federal Republic of Germany) and the Ministry of Education and Culture of Zimbabwe, organised a
conference in 1982 to inform the public. Thirteen reports were issued on the in-service education of teachers, in the form of country profiles and case studies. The conference devoted attention to assuring, in-service education for unqualified teachers, improvement of present qualifications of teachers, in-service education for new curricular functions and general refresher courses.

THE GEOGRAPHICAL DISTRIBUTION :

1. United Kingdom :-

Most information on the in-service education of teachers comes from the United Kingdom, where it is given maximum attention both in international research project, in conference activities. Teacher's centres are educational institution originating in the United Kingdom in the 1960s. National foundation of Educational Research and National In-service Training Programme would include two types of teachers".

a) Teachers who did not have any previous training.

b) Teachers who are trained but need a refresher course.
The reason why in-service Education has been given importance by the teacher-educators.

The in-service education is organised in Great Britain by a Variety of agencies:

i) Local education authority
ii) Ministry of education
iii) Teachers Organisations
iv) Universities.

The Institute of Education organises lectures, courses and conferences which may be classified as follows:

i) Single lecture

ii) Courses not leading to a specific qualifications.

iii) Week end courses and conferences.

iv) Courses leading to Diplomas.

v) Part time courses available in Adult Education Programme of various Universities.

Institution of Adult education, orientation, staff development in higher education, in-service education of adult teachers, mathematics teachers, decentralized school focused, school based, material based in-service education of teachers,
specific forms of in-service education for teachers (Open University, in-service summer school, teacher centres) and audio visual and information technology.

2. Bulgaria :-

Bulgaria takes second place a significant role in in-service education of teachers being played by the Institute for in-service education of teachers and school Administrators (Vela Blagoeva) at the Ministry of Education.

3. USSR. :-

The selection includes documents on the in-service education of teachers within the soviet education system, research results, including dissertations, for illustration of research activities in some republics like Georgia, Uzbekistan information on specific all union activities, such as attestations of educational personnel and educational communications to exchange educational experiences, and the solution of general problems, such as the interrelation between professional and pedagogical components of the in-service education of teachers.

In USSR the in-service training of teachers is carried out basically in the following three directions.
a) The theoretical and practical improvement of every teacher in his speciality on the level of the latest achievements in the cultural, scientific and technological field as well as in production.

b) Practically, teaching the teacher of the advanced pedagogical experience, propaganda of the latest achievements in pedagogies didactics and methodology.

c) Ideological and Polytechnical training of the teachers.

4. **United States of America** :-

In-service education programme for teachers in the United States of America range all the way from formal study during the summer vacation period. Study which may count towards a degree to learning activities involved in the teacher-supervisor, relationship on the job in school system. They include summer study at a college or University, enrolment in extension courses on evenings or week-ends, participation in summer institutes, workshops of various kinds, conferences, study group, and curriculum development and school improvement activities carried out during the school
year in the school system in which the teacher is employed. They reflect the role of research on the teacher in the classroom included in the in-service education of teachers, and consequences of social changes on a status of teachers, including their training. They also include world trend, such as emphasis of staff development in higher education.

5. The German Democratic Republic:

The German Democratic Republic has presented research on teaching skills, knowledge and attitude of young teachers on teaching to their professional and in comparison with senior teachers.

6. Czechoslovakia and Hungary:

Czechoslovakia is represented by documentation on the project for the development of the Czechoslovakia education system, and by results of research on the system of lifelong education of educational personnel, of the Central Institute for Education of educational personnel in Prague and central Institute for education of teachers in Bratislava which took place during 1976-80. Attention is also given to staff development in higher education and in-service education of vocational teachers and school administration.
7. **Poland**:

In Poland help of the research project, "Modernization of educational systems in the advanced socialist society" was taken. This project was the responsibility of the institute of teacher education in Warsaw. Results were published in 1981, other topics include, theoretical problems of in-service education of teacher, legislative regulations of the status of the teacher in society, specific aspects of in-service teacher education, such as the use of information sources, and the role of higher education in the in-service education of teachers.

8) **Australia**:

The in-service education of teachers in Australia was the subject of an extensive report on, the role of the school in society, teacher education as a process of lifelong continuous development, recruitment, selection and planning of educational personnel, research on teacher education, etc. An example of a self directed programme of in-service education of primary school teachers is also presented.
9) **France**:  
In France the most important activity in the field of the in-service education of teachers has been carried out by the commission for the Education of Educational Personnel, which critically reviewed the situation since the 1960s and recommended extensive changes to the Ministry of Education e.g. decentralization of the organisational structure of in-service education.

10) **Belgium and Italy**:  
New projects for the reforms of teacher education have been started in Belgium for the state system of education. The selection also includes information on a survey of needs for life long education of special education teachers.

**Objective of Opening Extension Service Centers in Maharashtra**:  
1) The main object of opening Extension Services centres in colleges of education is to provide in-service training to teachers working in the Secondary
schools and to develop projects for improving their efficiency.

2) It is also expected to make them conversant with the new trends of secondary education to develop in them initiative and responsibility for adopting more dynamic and effective methods of class room teaching.

3) Those centres will provide a two way street, for the teachers in schools to keep in contact with modern ideas, knowledge and practices and to experiment with them, and for the college teachers to know the problems in classroom teaching and evaluation and those connected with syllabus and text-books.

There was at least one Extension services centre located in college of education in each district during the fourth five year plan period. At the beginning of the plan, there existed four extension service departments which were looked after by NCERT. These have now been handed over to the State Government for financial control. These are
1) S.T. College, Bombay.
2) S.M.T.T. College, Kolhapur—was located in Government Colleges of Education administered by the Director of Education.
3) Tilik College of Education, Poona was located in a college run by Private Management and
4) University college of education Nagpur was located by the University. The administration of these 3 and 4 extension services department was looked after by the respective Management.

During 1960-70 six Extension services centre were started and they were located in the following colleges of education.

1) College of Education, Aurangabad
2) College of Education, Ambajogai, Distt. Bhir
3) College of Education, Akola
4) College of Education, Nanded
5) College of Education, Yeotmal
6) College of Education, Jalgaon

During the year 1970-71 six more Extension Services centre have been opened and located in the following colleges -

1) College of Education, Dhulia
2) College of Education, Amravati
3) College of Education, Ratnagiri
4) College of Education, Wardha
5) College of Education, Sholapur
6) College of Education, Sangli

During the remaining period of IVth Five year Plan, following extension services centres were opened in remaining district in 1971-72 -

1) College of Education, Nasik
2) Sevasadan College of Education, Ulhasnagar,
4) College of Education, Ahmednagar
5) Azad College of Education, Satara
6) Janta College of Education, Chandrapur
7) Govt. College of Education, Bhandara
8) Govt. College of Education, Buldhana
9) Govt. College of Education, Parbhani
10) College of Education, Osmanabad

During the year 1985-86 following 2 Extension Service Centre were started in new creaed districts -

1) Arts and Commerce College, Jalna
2) Gangurwar College of Education, Gadchiroli (Map No.2)

Staffing Pattern:

Principal of the college of education is the Hon.Director of Extension Service Centre.
The staffing pattern of all these Centres had been fixed as follows.

1) Co-ordinator
2) One Clerk cum Librarian
3) One peon
4) One Driver (for old(Four)centre's)

1) **Co-ordinator** :

(Government of Maharashtra Resolution dated (1) 24/10/70 (2) Dated 5/3/71 and dated 3/5/72.17

The appointment of the co-ordinator of Extension Services centres will be made by the management of the college after obtaining the approval of the Department. The person to be appointed as a co-ordinator should qualified otherwise to be appointed as a lecturer according to the qualifications prescribed by the University.

The appointment of the co-ordinator should be made in the scale of a lecturer as prescribed by the University. If any of the existing lecturer of the college is to be appointed as a co-ordinator and if he fulfils the criteria, he should be appointed to that post on approval by the Department and the pay he is drawing as a lecturer should stand protected, in the scale prescribed. Person drawing pay in the scale higher than that prescribed for a lecturer should not be appointed in the post.
FINANCE

Budget Allotment of Funds:

The Actual Expenditure on account of pay and allowances of the staff will be held admissible or grant of 100% basis.

The Hon'ble Director of the Extension Services Centre and Principal of the college of Education should submit the Annual Budget of the centre for the next financial year. The following are the items to be included in the budget.

1. Estimated expenditure on pay and allowances of the staff.
2. Payment of honorarium to resource persons, T.A. and D.A. to staff and resource persons.
3. Furniture Grant.

The Hon'ble Director of the centre and the Co-ordinator are not permitted to accept honorarium for acting as resource personnel.

Advisory Committee:

1. Each Extension Service Centre should have a local advisory committee to offer suggestions about the organisation of the programmes and for approving the activities to be undertaken during a year.
2. Since no T.A. and D.A. can be paid to members
attending the meeting of the advisory committee. The advisory committee should as far as possible be composed of such persons as are able to offer their services without any cost to the centre. The following is a suggestive list from members should be chosen.

i) The Education officer of the District.

ii) A Principal of local Arts/Commerce/Science college.

iii) A Representative of teachers association.

iv) A Representative of Headmaster's association.

v) A local educationist or a retired person's having active interest in education.

vi) One or two enthusiastic, sincere Head Masters or teachers.

vii) The Hon'ble Director and Co-ordinator will be the members of the local Advisory Committee.

**ROLE AND FUNCTIONS :**

A) **The Role of the Advisory Committee :**

a) To offer guidance and assistance to the centre in planning its programmes and implementing them.

b) To help the centres in evaluating its programmes.
B) The Role of Honorary Director :-

"A modern man is absolute in the sense that he has exalted change in everything but in himself".

The Principal of the training college is also the Hon'ble Director of the Extension Service Centre. He is responsible for -

a) To receive grant and utilise it properly.

b) To induce and guide the entire staff of the training college to plan, organise and carry out the in-service training programme and to guide the school of their project work.

c) To correspond with all concerned.

d) To keep himself abreast of the latest developments in the educational world.

e) To inspire and encourage innovation and experimentation.

f) To help the Co-ordinator and others to locate and identify problems and organise training courses, workshop etc.
g) To help in planning the work of the Extension centre.

h) To help in co-ordinating the work of the centre and the schools.

C) **Role of the Co-ordinator:**

The post of co-ordinator is obviously meant for the purpose of co-ordinating the efforts of the college staff and the school in the Extension area, for carrying out in-service training and school improvement projects. He is responsible for:

a) To render consultant services to school teachers, department of education and teacher educators.

b) To help teachers in identifying their problems.

c) To plan programmes for the centre, on the basis of the needs of Secondary schools.

d) To develop understanding amongst the various agencies of extension work.

e) To work as an agent of change. An extension worker is a salesman, a salesman not of a product or a service, he is salesman of a new educational idea, new programme or a new practice; convincing the consumer, the teacher,
require most of the skills that are required for salesman.

D) **Role of Administrators (Head Masters):**

The Principles behind any programme of in-service education are important to the administration of the programme. Spears lists six basic principle behind the movement.

a) The professional training of the teacher does not stop when he leave the college for his first job.

b) Nor can his future professional development be adequately served by continuous teaching experience alone.

c) The school system should provide opportunities for teachers to continue to grow or the job.

d) These activities when planned and co-ordinated can be called the in-service training programme.

e) The provision of personnel in the school budget to help teachers in such a programme as a legitimate expenditure.

f) The test of the in-service programme lies in the improvement of the instruction and
consequent in the improved development of the pupils.

As this growth of in-service education matures, the administrator's role as a leader in improving instruction will flourish. He will no longer be content with the multitude of details of administration but will emerge as the guiding force for professional development. An effective in-service programme is not a cure-all for increasing professional talent, but it is vital to improvement of instruction.

E) The Administrator's Role in in-service education:

a) Helps to define the purpose of in-service training.

b) Establishes a creative atmosphere by his confident acceptance and open-mindedness towards his staff.

c) Brings the problems into focus for all to see.

d) Facilitates in starting a programme.

e) Works within the group in developing acceptance.

f) Aids in putting the programme into action.

g) Provides for group evaluation and supervision.

h) Puts into operation the results of the programme.
F) **Role of the Teacher**: 

Teachers need in-service education directed toward four aims.

1. Increased knowledge of subject matter.
2. Shifts to attitudes and perspective.
3. Greater skill in teaching methods and,
4. Assistance with local curriculum problems.

Accepting the challenge inherent in the responsibility of trying to grow in-service, teachers, should.

a) Identity and use a wide variety of professional aids. They should have high priority on the teachers time in his efforts both to keep up-to-date and to validate his own practices.

b) Participate in curriculum planning and building. Joint participation can help offset individual insecurity as a rule and certainly can contribute to the development of a common-cause point of view with respect to curriculum improvement.

c) Provide ideas and assistance to other subject matter specialists.

d) **Nurture** wholesale working relationship with other teachers and service personnel.
e) Continue to strengthen selected professional practices.

f) Read thoughtfully and thoroughly professional periodicals in one's own subjects.

The Key to a successful programme of in-service education within a school is the active involvement and participation by the teachers in the programme. Involvement and participation help to motivate teachers to develop. Teachers desire an opportunity to share in identification and localisation of problem and planning of the programme.

**Primary Extension Service Centres in Maharashtra:**

Primary Extension Services is a scheme run by the National Institute of Education. The responsibility of supervising and guiding the centres has been given to the department of pre-primary and primary education.

**Purpose:**

1. To help the staff of training institutions to initiate, plan and organise work for the in-service training of teachers in the area
in which they are located.

2. To encourage Primary Schools in the surrounding areas to improve themselves through the provision of consultative resources and grants.

3. To facilitate vitalization of pre-service training programmes by means of close association with schools.

4. To initiate and co-ordinate field studies and research.

**How the Scheme Works:**

An Extension Service Centre is attached to a teacher training institute or a State Institute or the State Institute of Education, to which the Centre is attached, work as the Honorary Director of the centre. The main officer, however, responsible for the extension work is the co-ordinator. In fact he is specially appointed for the purpose.

The Extension Service Centre works under the supervision of the Department of pre-primary and Primary Education, (National Institute of Education). The centre works with a limited number of schools i.e. 50 in a compact area. The school are generally situated within a distance of ten miles from the centre.

The Primary Extension Service Centre extends
the following kinds of ideas & programmes to the field.

a) The centres helps schools in preparing plans of work and in introducing new methods and techniques of teaching in their schools.

b) It also holds seminars, workshops with a view to keeping the teachers abreast of new development in the field of education and for helping them in proper implementation of new ideas and programmes.

c) The centre suggests new programmes and projects to school for their consideration and implementation.

**STAFFING PATTERN AT THE CENTRE:**

The Primary Extension Service Centre is an integral part of the training institute to which the centre is attached. All the staff members are expected to help in the working of the programmes of the centre. However, a centre has a few officers who are mainly responsible for its work.

They are,

1. The Hon'ble Director
2. The Co-ordinator.
3. The Clerk cum typist.

In addition each centre has a Advisory Committee.
Major Objectives:

1. To extend innovative ideas, experiences, facilities, concept etc. regarding secondary school through the respective B.Ed. colleges with a view to keeping the Secondary schools in the rural areas in touch with the latest trends and techniques and educational technology in secondary education.

2. To make available the educational facilities, industrial materials, educational technology to the respective secondary school.

3. To co-ordinate the educational activities of the secondary schools within the area effectively and regularly.

4. To organise workshops, seminars, action research programme various competitions and educationally important cultural activities periodically.

Implementation of Programme (Strategy):

Advisory committee have been set up in all districts with the principals of respective colleges as Chairman. The Advisory Committee organises co-ordination meeting at the district level.
every year usually in the beginning of the academic year. In this meeting the activities to be carried out by the respective service centres are planned and general implementation strategy is worked out.

The Extension Service Centre requests the Education officer to depute the secondary school teachers, selected by the Extension Service Centre for in-service programme, reorientation centre as and when required. In every extension service centre competent lecturer (In Govt. B.Ed. Course) discharges duties and functions as co-ordinators. (In private B.Ed. College) separately appointed full time co-ordinator of the Extension Service Centre.

**General Assessment of the Scheme:**

In general it is seen that the working of the Extension Service Centres at the district level remains confined to the orientation work regarding general teaching methodology and techniques. Usually no programmes are organised with a view of disseminating innovative ideas, concepts, educational technology etc. to the schools in the rural and remote areas.