CHAPTER - 1
INTRODUCTION

The man who can make hard things easy is the educator.

Education has become one of the determining factors of social development. Changes are attested in the field of knowledge, technology and industry. These have effectuated conspicuous impact on the concept, philosophy, discipline, theory& practice in education. There is a continuous growing demand and dialogue to further improve the design and expand the goals and means of education especially in the field of primary education. Drastic changes have been taking place in the curriculum of primary education. These necessitate a redefinition of the roles of learner, learning material, learning environment, teacher, parent and the society.

“The learner” is considered as the centre of education process. The nature of the learner has to be taken as the major factor in designing the curriculum & its transaction.

In the traditional system of education, textbooks were the only recognized learning material which had to be followed by the learner. It leads to the shrinking of the learning sphere of a dynamic learner. Textbook is considered as one of the learning materials. The materials used by the learner for his information and study including periodicals, the environment, society and electronic media etc. have equal importance and relevance with the textbook. The learning environment in the view of the new educational perspectives includes the situations available to the learner inside and outside the school. The parents and society play a vital role in the process of education. Society is considered as the final consumer of the impact of the educational process. As society has the power to determine its educational goals, the interlinking between society and school is crucial.

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improve the designs and expand the goals and means of education especially in the field of primary education. These necessitate the redefinition of the roles of learner, learning material, learning environment, teacher, parent and the society.

1.1 TEACHER – A NEW PERSPECTIVE

The teacher plays a pivotal role in any educational system. Teacher is a transformer who helps the person to transform into a good human being with a more positive self image, more self confidence, more commitment and motivation to pursue excellence. Teachers are regarded as the backbone of the educational system, the architects of the society, facilitators, mediators and interpreters of the world for children who are at various levels of cognitive development. They have an important role to relate education to national development and social change, by providing direction for the development of students into citizens of tomorrow.

In the conventional system of education teacher was considered as the center of educational process. While we place the learner at the center, the role of teacher has changed as a facilitator. It demands the up gradation of knowledge and skills among teachers. In a growing world, which is shrinking as a village, the teacher has to face a number of challenges. In order to equip himself/herself he/she has to become a researcher and he needs lifelong education. It t can create a kind of professionalism.

Harper opined that the good educator knows that he is educating individuals, not just man, and will use any method that will educate the whole man. The whole man is also not just the individual but is his humanity as well. The aim to produce not replicas, but men and women who stand apart from him even more distinctely than when he first met them. He is expected to possess commitment in which he accepts fully, willingly and clearly his or her share of life and helps his students grow into fuller beings.

Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. In the discussion document published by NCTE (1998) competency based and Commitment Oriented Teacher Education for Quality School Education, the role of teacher is described as follows:
The teacher may be one who:

- Is liked and loved by the children, appreciated by the community and endured by the peers.
- Is modest and has the necessary self-confidence and self-image of being a partner in the nation-building process.
- Is aware of the impact of knowledge explosion, population explosion and explosion of rising expectations from education.
- Knows how to collect information from the right sources and process it for the teaching learning strategies.
- Is willing to renew his/her approach, methodology and techniques in accordance with the changing times.
- Is confident, willing and skilled to achieve professional up-gradation, particularly through self-directed learning.
- Realizes his position as a role model for the children and as a communicator of new developments to the community.
- Has the capacity, as a socializing agent, to interact with all those who could help enhance institutional efficiency and contribute to the growth, relevance and utility of education.

The development of the teachers detailed above can be possible through proper teacher education. It may be carried out in two ways – as “pre-service” and “in-service”. Pre-service teacher education is a process of transformation of a layman into a competent and qualified teacher. So it is the initial improvement and enlightenment stage of professional transformation. However the in-service education is considered as the further empowerment and re-empowerment as a consequence of changes in the school system.

1.2 EDUCATION

The term ‘education’ in the broad sense is not only a pedagogical one, punctuating down to the basic meaning of the term, it means to plunge a man’s body, mind and soul of ignorance. It enhances an individual’s personality and provides him confidence to reach out to the world. The term education has its Latin Origin. It is derived from the Latin words ‘Educare’ which means ‘to nourish,’
*Educere* means ‘to lead forth’ and *Educatum* means ‘act of teaching’. Some Indian Philosophers and educationists have defined education as follows:

In the words of *Tagore*, education is “enabling the mind to find out the ultimate truth which emancipates us from the bondage of dust”.

_Gandhi* defined education as, “All round development and drawing out the best in the child’s mind, body and spirit”.

According to *Swami Dayanand Saraswati*, “Education is a process beginning right from the mother’s womb.”

### 1.2.1 Features of Education

Following are the features of education:

1) Life long process: Process of development from infancy to maturity.
2) Bipolar process: Interplay of educator and educand.
3) Tripolar process: Interplay of educator, educand and social process.
4) A deliberate process: The educator is aware of his aim.
5) Preserver and Transmitter of heritage: The cultural heritage is transmitted from generation to generation.
6) It is progressive, changes according to the needs and demands of the society.

Thus, education is a dynamic process, which involves the interplay of the educator, educand and the social forces to make an individual socially adjustable and responsible.

### 1.2.2 Aims and Objectives of Education

The importance of aims and objectives of education is recognized by all the educational, professional, political, nonpolitical and religious associations, organizations and groups at various levels in their memoranda, letters and brochures. It is said that education without clear cut aims is like a rudderless ship. The following comparisons emphasize this point fully well.

Every pilot has a route-chart and set timing of landing at predetermined destination. There is constitution or set of principles and traditions through which a country is governed. Similarly, there should be properly defined and declared
principles, aims and objectives of education or the basis of which policies and programmes of education have to be formulated to achieve the set goals without wasting scarce energies and resources in chasing the wild goose.

It is generally felt that our educational system has not followed the desired aims as a result that it does not produce ideal citizens in the country. It has followed, rather a narrow aim of preparing individuals for livelihood, as mentioned in one of the documents received from an organization. The main reason of failure of educational system is that it basically stands for pre-independence system. The main Objective of its products was how to take degree and to earn money and to be careerist without consideration of ethical values and national spirit.

On the other hand, it has also been pointed out that it is unreasonable to criticize educational system alone because it is based on the other subsystems accepted by us. On the one hand we are developing and cultivating the British given economy, judicial system, system of administration and parliament, whereas on the other we are decrying and criticizing the education system which merely fulfils the needs of the British systems that we are propagating. As pointed out in a memorandum of an association, "the main defect of the old education policy is that it had completely ignored the Indian culture and the interest of the masses of India and has left them economically too backward and socially too fragmented to articulate their miseries...."

The aims and objectives of education, suggested in the documents, include individual as well as social aims, with emphasis of social transformation aiming at reconstructing society to make it modernized, productive, participative, and value oriented nation committed to its constitutional obligations.

- **Individual Development**

  Development of an individual - physically, mentally and spiritually is well known aim of education. Objectives related to this aim of individual development have been expressed in various ways in the memoranda:

  - Developing physical and mental faculties.
  - Acquiring the capacities of understanding, appreciation and expression through word and act, are the fundamental aims of education.
- Aim of education should be to make children self-confident and self-dependent, and to make them strong physically and mentally.

- Education is meant to develop every child's character, personality and culture and as much knowledge as the child can assimilate not merely memorize.

The best expression of complete development of an individual and the harmonious development of personality, however, is found in the following paragraph. The policy should be directed to the aim of enlightenment of head and heart; illumination of consciousness for all-round development of individual personality. Education should enable a human being to attain the greatest possible harmony, internal and external, spiritual and material, for the fullest possible development of human potentialities and capacities.

- **Social and National Development**

  Social, aim of education in equally important because an individual lives in society and has his obligations towards his nation. There is a realization that, "The present education system does not yield required results mainly because it is divorced from the real social content and social goals".

  It has, therefore, been suggested that education should be able, to discharge its natural functions and must correspond to its structure, goals and content in the interest of national development and social progress. It has also been suggested in this connection that students from young age should be made aware of the social responsibility cast on them.

  At the same time, there are certain constitutional commitments, which are intimately related to this aim. We as the citizens of the republic, are constitutionally Committed to democracy, social justice, equality of opportunity, secularism and above all to a welfare state. It has, therefore, been suggested that, "Educational policy and educational programme should clearly reflect these commitments".

  The objectives of developing a sense of national identity, unity and patriotism are advocated by many associations. It is pointed out that the national objectives of planning and programmes and development with special emphasis on popular participation and the national problems that we face in different fields should be taught at relevant stages.
Individual and social aims of education are not contrary to one another. In fact they are complementary to one another. The following view strikes a balance between individual and social aims of education.

The purpose of education should be the development of the fullest possible capacities and potentialities physical and spiritual of a 'total man'. It should make a man capable of earning his livelihood reasonably well to enjoy a happy and secure life while making effective contributions to the society and national effort of making India strong, advanced and prosperous.

- **Social Transformation**

  Education should not merely equip an individual to adjust with society to its customs and conventions, but it should enable him to bring desirable changes in the society. It has been, therefore, suggested that, "Every educational institution from secondary school to university college should be developed to become an agency of change...."

  However, it is essential that we should be quite clear about the purpose of change. It is, therefore, natural to ask the question, "Reform and change to achieve what"? What type of society we aim at and what type of citizens we wish to produce? The following ideas give an indication of the kind of changes education is expected to bring about.

- **Modernization**

  Modernization of society in terms of scientific and technological advancement is a view which seems to be quite popular. It is though that education should enable us to move with times and attain excellence in, science and technology. Scientific and technological advances are gaining momentum and conscious efforts are made to incorporate them into the development sectors. This calls for modernization of education in order to make it in conformity with the modern times and to keep pace, with the advances in the world.

  Modernization, however, is not interpreted and equated with westernization. In fact, lot of emphasis is given to 'Indianness' while talking about modernization. One of the suggestions explicitly points out that, our education should integrate and
unite the people of India, modernize society while preserving what is authentically Indian in our cultural and spiritual heritage”.

The following suggestion beautifully reconciles the twin objectives of modern technical sophistication and the ancient spirituality.

"New education policy of India should be built on the foundation of ancient spirituality and modern culture and technical sophistication. It should develop scientific temper and spirit of enquiry in the students".

- Productivity

Some documents have insisted on linking education with productivity and thus making individuals as productive citizens to build a productive society. One of the suggestions, in a memorandum, for example says, "It should bring about a social transformation, and enhance greater efficiency and productivity in all sectors: agricultural, industrial and service". It is in this context that Mahatma Gandhi’s system of basic education is still considered as a basically sound system and a suggestion has been made that with necessary modification elements of basic education may form part of education not only at the primary stage but at all stages in our national system of education. These elements are:

1. Productive activity in education.
2. Correlation of the curriculum with productive activity and physical and social environment.
3. Intimate contact between the school and the local community.

- Community Participation

In a democracy education without community participation is barren. This aim of education is, therefore voiced by a number of groups and organizations. The change that is envisaged on this front is that of integrating education with community in all respects. To quote a suggestion in this regard:

The education system in all its branches and sectors should get itself involved in activities related to problems of local Community life and shall thus endeavor through the desirable community participation community involvement in the educational field to bring all education of its rightful place in community life.
• **Acquisition of Values**

Moral, cultural and spiritual values in education have been given immense importance in the memoranda documents. One of the expressions emphatically point out that, "certain basic values as respect for others, responsibility, solidarity, creativity and integrity must be fostered in our children".

It is interesting that a number of specific values have been suggested in the documents. The values which are considered important are mentioned below:

Emphasis should be given in cultivating good qualities like co-operation, goodwill, forgiveness, tolerance, honesty, patience etc. in order to encourage universal brother-hood and to prepare students worthy citizens of the country.

Values of optimism and secularism, and service to the poor should be stressed on the young minds.

• **Summing up**

It is worth reproducing what a document mentions about the aims of education:

The aim of education is two-fold (i) development of the individual in society and (ii) consequent development of the society. The aim of education in relation to individual may be spelt out as follows:

i) To produce full human personality with courage, conviction, vitality, sensitivity and intelligence so that men and women may live in harmony with the universe.

ii) To bring out the fullest potential of child and prepare him for life and its varied situations so that he can become a cultured and responsible citizen dedicated in the service of community.

In relation to the society, the aim of education is to create:

i) A sane and learning society where no section of the society remains unemployed. In the Indian context such a made of production will be necessarily based on a decentralized economy utilizing all available manpower.

ii) A society where the conditions of work and general environment will offer psychic satisfactions and effective motivations to its members.
iii) A society reconciling technological and scientific advancement with general well-being and security of its members, enhancing joy of life and eliminating all forms of exploitation.

The broad objective of education should, therefore, be to look beyond the existing society and to develop men and women amenable to the advent of a sane and healthier society of tomorrow.

While summing up, it may be pointed out that various dimensions individual and social development, social transformation, value-acquisition etc. have been well identified in the memoranda documents. The following words briefly summarize the various dimensions which are considered important indeed for marching into the 21st century:

We are of the opinion that Indian education should aim at producing men and women of knowledge, character and cultural values and trained skills to achieve excellence in their career and life. Let us make it clear that we wish to prepare youth to march into the 21st century on the ideals of truth and non-violence as shown to us by our great leaders.

1.3 TEACHER EDUCATION

The post-independence period has witnessed major changes in educational policies and in strategies for their implementation. While achievements in the field of education are appreciable and noticeable, much more needs to be done in terms of the quality and relevance of education. This has necessitated improvement in the system of education so as to prepare quality teachers. The Commissions and committees appointed by the central and the state governments have invariably emphasized the need for quality teacher education suited to the needs of the educational system.

According to the Dictionary of education-C.V. GOOD (1973), teacher education is defined as "all formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively.

According to the Encyclopedia Of Educational Research (1941), Walter S. Monroe, defines teacher education as "The total education experiences which
contribute to the preparation of a person but the term is completely employed to designate the program for the courses and other experiences offered by an educational institute for the announced purposes of preparing persons for teaching and other educational service and for contributing to their growth in competency for such service. Such teacher education programs are offered in teacher colleges, normal schools and colleges and universities.

The Education Commission (1964-1966) envisaged, "a sound program 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 improvement in the education of millions."

According to Passi (1997)." Teacher education means programs of education, research or training of persons for equipping them to teach at primary, secondary, and senior secondary stages in schools and includes non-formal education, part time education, adult education and correspondence education.

The National Policy on Education, 1986, stipulates that teacher education is a continuous process and its pre-service and in-service components are inseparable. The initiatives taken in setting up District Institutes of Education and Training (DIETs), Colleges Teacher Education (CTEs), and Institutions of Advanced Study in Education (IASEs) are some of the major developments in this regard.

In the area of teacher education, the contents of the National Policy on Education, 1986, and its revised version of 1992 remained the same, ‘verbatim’. For ‘The Teacher’ it stated that the status of teacher reflects the socio-cultural ethos of a society; it is said ‘No pupil can rise above the level of teachers.’ The government and the community should endeavor to create conditions which will help, motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. On teacher education, the Policy stated that Teacher education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled.
There has been tremendous growth of teacher education and in the number of colleges in India during post independent period. There were only a few colleges of education in India in 1947 and the number rose to 360 in 1986. The number of these colleges big or small has touched the figure of 1075 as up to 31st March 2003 with intake capacity of 113474 students. The number of elementary level TEI’s has been found to be 1153 with intake capacity of 67638. There is no doubt that there is an uneven and disproportionate spread of these colleges from state to state. Teacher education institutions are specialized professional training institutions, which require a special thought and care before these are set up. Teachers’ demand and supply can help us in securing the future provision of teachers of desired qualities and the desired quantities, compatible with the resources available for employing them.

1.3.1 Growth of Teacher Education

In ancient India the teacher enjoyed a special status and was held in high esteem by the society and this respect was not only due to scholarship but also because of qualities of character.

1. **Rig Vedic age**: Taking a brief account of Rig Vedic age, all ‘Rishis’ or ‘Munis’ used to be considered the supreme teachers. These Rishis were called as ‘Vipra’. They used to impart the knowledge within their family to their future generation and those families worked like a Vedic school. During the Vedic Period, it was noticed that some established teachers and their learned students used to sit together and the discussion which originated the concept of conference, seminar etc. for diffusion and promotion of knowledge.

2. **Epic age**: The sources of teacher education are available in epic age. There is an important example of Rishi Vishwamitra in Ramayana who imparted education to Rama and his brother Laxmana. During this period, the teacher was a ‘Guru’ who was not only a source of knowledge but was also having the depth of knowledge of spiritualism. The disciples (students) used to take the ‘Guru’ like God. The Guru was a symbol of truth, purity, honesty, spirituality and high character.

3. **The Buddhist Period (500 BC to 1200 AD)**: In Buddhist period, it was observed that a monk (Bhikshu) was put under the guidance of two supervisors
who happened to be rich in knowledge, having high and strong character. These two supervisors were popularly called as ‘Upadhaya’ and ‘Acharya’. A monk used to be kept under the guidance of these two superiors for about a period of ten years and was educated adequately to become Acharya (teacher).

4. **Medieval Period**: In the Koran, education is urged as a duty and in Mohammedan countries education has been held in high esteem, though not widespread amongst the people. The Mohammedan rulers in India founded schools (Maktabs), college (Madrassahs) and libraries in their dominions.

5. **Modern Period**: The East India Company, which came to establish trade and later on become a political power, was not the first to enter the venture of education. The European missionaries took the lead in this. They first started schools, and later initiated teacher-training institutions. The Danish Mission under the inspiring leadership of Ziegenbaig and his colleagues opened institutions for the training of teachers at Tranquebar in 1716 and opened two charity schools in 1717, one for Portuguese and one for Tamil Children. In Bengal, the serampore Trio-caray Marshman and ward did a commendable work in the field of education. They established several schools at Serampore (15 miles from Calcutta). They started normal school for the training of teachers.

6. **Government Venture**: In June 1826 the first normal school was started under the management and with the finances of the government in Madras. In 1847, Bombay started a normal school in the Elphistone Institution and in 1849 Calcutta too had a normal school.

7. **Wood’s Dispatch (1854)**: Wood’s Dispatch an important educational document was released on 19th July 1854. The dispatch suggested the introduction of the pupil-teacher (as prevailed in England) in India and an award/stipend to the pupil teacher and a small payment to the masters of the school to which they were attached. On the successful completion of the training programme they were to be given certificates and employment.
8. **Indian Education Commission (1882):** This Indian Education Commission is popularly known as Hunter Commission because Lord Rippon appointed the first Indian Education Commission on 3rd February 1882 with Sir William Hunter as Chairman and twenty other members. The Commission strongly stressed the need of training and urged the establishment of a number of normal schools throughout the country. Separate training arrangements were recommended for graduates and undergraduates.

9. **The Resolution of Government of India on Education Policy (1904):**

   Education system of India was reviewed during the time of the Vice – Royalty of Lord Curzon. These recommendations of government resolution of 1904 went a long way in improving the condition of teacher training in India, increasing the number of training institutions and in attaching a practicing school for each training college.

10. **Calcutta University Commissions (1917-19):** The commission known as Saddler Commission studied all aspects of university education and presented its voluminous report in 1919. It made some very valuable recommendation regarding teacher education programme.

11. **The Sargent Report (1944):** It recommended that suitable boys and girls should be inducted in the teaching profession after high school, practical training should be inducted in the teaching profession after high school, practical training should be provided, refresher course be planned and research facilities should be provided.

   In 1948, the Central Institute of Education was established in Delhi, and government Training College at Allahabad was developed into Central Pedagogical Institute. The number of untrained teachers was naturally very large at the time of independence in 1947, 58.5 percent were untrained out of about 5.6 lakh teachers. Fresh thinking started soon after independence.

12. **Hartog Committee (1929):** The Committee was appointed in May 1928 under the Chairmanship of Sir Philip Hartog and the report was submitted in
September 1929. In fact, the committee was meant for the improvement of training and service conditions of secondary school teachers.

After this, some of the other changes and concepts emerged. Mahatma Gandhi introduced the concept of Basic Education in the year 1937 and thought of preparing the teachers for Basic Education.

13. **Indian University Education Commission (1948-49):** It was the first national body to give some thought to teacher training and suggested the remodeling of course as well as increased emphasis on the functional aspect. Higher course and research work was also suggested.

14. **The Secondary Education Commission (1952-1953):** It was 23rd September, 1952, the Government of India appointed Secondary Education Commission under the chairmanship of Dr. A Lakshmanaswami Mudaliar. It paid considerable attention to the teacher training both pre-service and the in-service.

15. **The Kothari Education Commission (1964-1966):** This commission under the chairmanship of Dr. D. S. Kothari devoted a long chapter to the discussion of teacher training. Indian Education Commission rightly remarked in the opening of its report that the destiny of INDIA is being shaped in her classrooms and to that it can be safely added that destiny of these classrooms is being shaped in the Department of Education and Teacher Education Institutions.

16. **NPE 1986:** NPE 1986 observed that teacher education is a continuous process with pre-service and in-services as its two inseparable components. Pre-service is an induction stage, which must be followed by regular cycles of in-service education. It strongly recommended restructuring, redesigning, reforming and strengthening of teacher education.

17. **The Acharya Ramamurthy Committee (1990):** also felt that there is a need for revamping existing teacher education programmes. It further, recommended 'an internship model firmly based on the primary model of the
actual field experience in a realistic situation, on the development of teaching
skills by practice over a period of time.’ It was in-favour of internship 'teaching
spread over a long duration.

18. The Yashpal Committee Report (1993) on 'Learning without burden' noted
that inadequate - programmes of teacher preparation lead to unsatisfactory
quality of learning in schools ... The content of the programme should be
restructured to ensure its relevance to the changing needs of school education.
The emphasis in these programmes should be on enabling the trainees to
acquire the ability of self-learning and independent thinking.

19. The NCF 2005 visualized a major shift in the conceptualization of learning
and, accordingly, that of teaching. It had two important concerns - connecting
knowledge to life outside school and, enriching the curriculum by making it
less textbook centered. While emphasizing the primacy of the active learner,
the curriculum framework viewed teaching as a process that enables learners
to construct knowledge. The teacher is a facilitator who encourages learners
to reflect, analyze and interpret in the process of knowledge construction.

1.3.2 Teacher Education Programme- A Step towards Professionalization in
Education

Teacher is the back bone of the educational system, maker of the mankind
and architect of the society. For this he/she is regarded as the embodiment of God in
this cosmos. In the past days people believed that good teacher is born. But now in
modern period this nation among now they agree with the statement that, “Teachers
are made born” and for this teaching is regarded as a profession. Teaching as a
profession is different from other profession because of its multitude of dimension.
Teachers are the largest profession group engaged in human development activities.
For enabling them to play their roles effectively, a sound professional training is
needed for them.

The figure below describes the role of teacher education programmes:
Figure 1: Role of Teacher Education Programmes
1.3.3 General Objectives of Teacher Education

The general objectives of teacher education derived from the contents, concerns and issues of education, teacher education and the perceived profile of the teacher could include the following:

1. To promote capabilities for inculcating national values and goals as enshrined in the constitution of India;
2. To enable teachers to act as agents of modernization and social change;
3. To sensitize teachers towards the promotion of social cohesion, international understanding and protection of human rights and rights of the child;
4. To transform student teachers into competent and committed professionals willing to perform the identified tasks;
5. To develop competencies and skills needed for becoming an effective teacher;
6. To sensitize teachers and teacher educators about emerging issues, such an environment, ecology, population, gender equality, legal literacy etc;
7. To empower teachers to cultivate rational thinking and scientific temper among students.
8. To develop critical awareness about the social realities and
9. To develop managerial and organizational skills.

1.3.4 Types of Teacher Education

There are two types of teacher education which are as follows:-

- Pre-Service Teacher Education
- In-Service Teacher Education

Professional development of teachers begins with pre-service and gets renewed through in-service programmes. It however, does not mean that there is a simple linearity between the two. These are elements of ‘change’ and ‘continuity’ in the teacher education system which necessitates renewal and up-gradation of skills and competencies.
1.3.5 Pre-Service Teacher Education Programme

Pre service teacher education is the course which is offered by the students before joining teaching profession and leads to a degree and certification, to make a person eligible to join teaching profession. In planning for effective pre service teacher education, an integrated view has been taken of all its stage by NCTE. The integration has been done both horizontally and vertically.

Vertical integration means that the pre-service teacher education right from preschool teacher education to the university stage teacher education is inter-related.

In horizontal integration the institutions, agencies and social groups concerned with the effectiveness of pre service teacher education link together their efforts for professional education and development of teachers. It is essential to insist that teachers from educational colleges/departments should assist primary and secondary school teachers to improve their attainments. There has to be a mutual communications between all the levels of instructions to improve the standards of pre service teacher education, particularly in a developing country like ours.

According to NCTE framework (1988), teacher education is a professional programme aiming at the development of teachers as a person and as an agent of social change. Teacher education for all stages of school education is the most crucial input for the improvement of quality of school education.

1.3.6 Key Concerns in Pre-Service Teacher Education

1. The state, governments and NCTE permitted/recognized (in spite of NCTE norms) hundreds of private sub-standard TTIs (Teacher Training Institutes) in states where there was actually no need.

2. Poor quality in teacher education has been the outcome of outdated curricula, poor professional preparation of teachers and teacher educators.

3. There is total isolation of TTIs from the school system and institutions of higher learning and universities.

4. NCTE lacks manpower, resources and capacity to monitor and regulate standards.
5. Due to heavy workload, the NCTE is unable to finalize the list of recognized institutions (with intake) before June, every year, for transmission to the state governments. This delays the entire admission process by a few months which, in turn, affects the 'practice teaching' calendar of the institutions.

6. The NCTE norms for selection of teacher educators are very rigid. As a result, the newly started institutions are unable to maintain a PTRof12:1. In some cases, a teacher educator finds his name on the rolls of several institutions.

7. In respect of elementary TTIs, as per the present norms, the faculty should have minimum qualification of a M.Ed. degree. Since there are no institutions in several states offering M.Ed. (Elementary Education) course, the faculty after completing B.Ed. and M.Ed. courses pertaining to secondary education become teacher educators in elementary teacher education institutions with no experience of teaching in elementary schools at all. Hence they confine themselves to teaching theory resulting in poor standards in student-teachers.

8. Student-teachers who are pass out of these training institutions get appointed in remote rural schools and encounter first generation learners, heavy dropouts in upper primary schools, large number of children with special needs, a majority of children belonging to disadvantaged groups, a variety of departmental programmes aimed at enhancing enrolment and participation, lack of effective community support, and above all a multi-cultural and multi-lingual environment which baffles them. The teachers are least prepared to handle such situations.

9. Existing graduates, even from central universities are poorly prepared for teaching jobs.

1.3.7 In-Service Teacher Education

In-service teacher education, throughout the world, has acquired an important role for professional upgrading of teachers. The National Policy on Education holds it to be a continuation of pre-service teacher education and believes the two i.e. pre-service and in-service to be inseparable like the two sides of a coin. In the age of explosion of knowledge at an unprecedented speed, even those who had the advantage of acquiring the most sophisticated education will become
 outdated and anachronistic in a very short span of time. If they have to remain up to
date and relevant and face the challenge of other modes of acquiring knowledge, the
need for their re-education, re-learning and de-learning is essential.

In addition to explosion of knowledge, there has been another explosion in
the means of acquiring knowledge and advancement in teaching and learning
techniques. New devices, techniques, mass media especially the electronic,
computer assisted learning and information and communication technology have
revolutionized the teaching-learning process. Teachers unaware of the advances in
these areas and incapable of utilizing them in education would not be able to
perform their duties effectively in a rapidly changing learning society. Modern
realities and circumstances demand that for the progress of students and the nation,
qualitatively rich knowledge, and technology for its transmission, have become the
call of the hour.

Teachers learn the professional competencies and performance skills in a
particular context which goes on changing. Preparing them to adjust to the new
social and educational contexts and demands of the emerging concerns require re-
education and additional inputs. By and large, pre-service education of teachers’
remains cut off from the realities of schools. Its gaps become obvious when the
teachers are inducted in the school for performing their duties. In-service education
of teachers, therefore, becomes essential for bridging the gaps of pre-service
education and for meeting the demands of the changing educational scenario, its
context and concerns. It is essential for promoting the desire for ‘life long learning’
and also for ‘learning to learn.’

Throughout the world, in-service teacher education has acquired an
important position for the improvement in the quality of teachers. The National
Policy of Education holds it to be a continuation of pre-service teacher education
and believes the two to be inseparable like the two sides if a coin. In the age of
explosion of knowledge at an unprecedented speed, even those who had the
advantage of acquiring the moist sophisticated knowledge will become outdated and
anachronistic in a very short span of time. If they have to remain up to date, and
relevant and face the challenges of other modes of acquiring knowledge the need for
their re-education and additional educational inputs have become essentials.

*Rabindranath Tagore* said that a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.

In service education of teachers becomes essential for bridging the gap in pre service education and for meeting the demands of the changing educational scenario, its context and concerns. It is essential for promoting the desire for ‘life-long learning’ and for ‘learning to learn.’

**1.3.8 Provision for In-Service Teacher Education**

At present many agencies are involved in in-service education of the teachers. The *NCERT, SCERT’s, DIET’s, IASEs, CTEs* and a few *NGOs* are doing useful work in this field but the role of the University Department of Education is not very encouraging. Though the programme is being organized at various levels-national, states, district, block and school cluster levels, still much needs to be done. Attempts should be made to manage a planned, purposive and well thought out programme of in-service education at the place of work without causing much disturbance in teaching or displacing the teachers. The use of holidays for in-service education creates annoyance and resentment among the teachers. There is a need to involve alternative models strategies some of which have been mentioned in the *NCERT’s Curriculum Framework for Quality Teacher Education, 1998*, which need not be repeated here again. But the pointers for the future are mentioned below:

1. There is the need to shift the locale of the in-service teacher education. It has to be made as far as possible school based.

2. The resource persons should be also drawn locally.

3. Incentives should be given for attending the programme.

4. INSET programmes should be organized to update the knowledge of content, particularly in the areas of new contents and frontline curriculum.

5. On taking up the new assignment or additional responsibilities or promotion in job, specific in-service education programmes should be made obligatory.
6. The INSET programmes will have to be made multidimensional and multi-facet, and confined not only to communication instructional and evaluation skills.

7. Attempts should be made that the need for in-service education is felt by the teachers themselves.

8. Resource centers for imparting in-service education be developed at the district and block levels.

9. Cooperation should be sought from the NGOs, retired teachers, teacher educators and officials of various Departments.

10. The possibilities of mobile training squad should be explored and wherever such arrangements exist, they are to be made more effective.

1.3.9 Objectives of In-Service Teacher Education

1. To foster the desire for life-long learning and to empower teachers 'learning to love' and 'learning to be'.

2. To fulfill the gaps of pre-service education, remove its inadequacies and make it more realistic.

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

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

5. To acquaint them with the new international experiments in education and absorb their findings in the system in case they are found to be useful.

6. To prepare them to accept and utilize the educational potentialities of information and communication technology.

7. To make them aware of new developments in the areas they teach and information they imparts to their students.

8. To prepare a forum for teachers for exchange of ideas and experiences and to enable them to integrate values and environmental awareness with the subjects they teach.
9. To sensitize teachers with the educational problems of the neglected sectors.
10. To equip the alternative teachers for the job specific skills and competencies.
11. To empower them to realize the objectives of school curriculum of height of changing circumstances.
12. To increase the level of motivation of teachers, develop self-confidence, promote the spirit of enquiry and help them to be committed and reflective teachers.

In-service teacher education has to be organised for achieving the following broad objectives (as suggested by NCTE):

a. To upgrade the qualifications of under-qualified and/or untrained on-the-job teachers.

b. To upgrade the professional competence of serving teachers.

c. To prepare teachers for new roles.

d. To provide knowledge and skills relating to emerging curricular changes - content, process and evaluation.

e. To make teachers aware of critical areas and issues, like, competency-based learning, multi-grade, multi-level and multi-channel teaching, teaching students of disadvantaged groups, meeting educational needs of children with learning problems, developing inquiry skills, use of mass media in education, community participation and educational development of dyslexic children.

f. To overcome gaps and deficiencies of pre-service education.

In-service programmes need to be built around 'transformational objectives', i.e. increasing motivational level, enriching self-concept, building climate of inquiry and making teachers reflective practitioners. The thrust of transformational objectives is to develop such qualities in teachers as would enable them to become receptive, perceptive, reflective, innovative and dynamic.

1.3.10 Functions of In-Service Teacher Education

1. Updates teachers in issues concerning content, methodology and evaluation;
2. Upgrades serving teachers in tasks with which they are currently occupied;
3. Initiates and orient teachers to new roles and technologies and
4. Provides opportunities for unqualified or under-qualified on-the-job teachers
to update and upgrade their knowledge.

While content design and duration of each programme would be determined
by one or more functions identified above, long range efficiency of any programme
would also be judged by its impact on the following:

- Personality of the trainees
- Motivation and commitment in matters relating to professional and self
growth.
- Awareness of social realities; and
- Communication and evaluative skills.

1.3.11 Effectiveness of In-Service Training Programmes

The important considerations contribute to effectiveness of an in-service
training programme are:

1. **Locale**: Training institutions at the national, state and district level organize
   training programme generally at their respective institutions. These institutions
   based training have their own strengths in terms availability of resources. Their
   limitations are that they dislodge participants from their work place. This
   approach is often known as an off-site approach. On the other hand, on-site
   approach many institutions organize training programmes at the school site
   itself. Thus participants are not dislodged from their work place.

2. **Target groups**: Nowadays, in-service programmes are organized largely for
teachers. A few programmes are also organized for headmasters, principals and
other supervisory staff. This net has to be widened and many more categories
of personnel brought into the fold. In-service teacher education programme
ought to be offered to all teachers working at the pre-primary, primary,
elementary, secondary and senior secondary levels.

3. **Transactional strategies**: Transactional strategies like case study method,
   brain-storming sessions, panel discussions, seminars, symposia, small group
   techniques, project work, library work, lecture-cum-discussion sessions, etc.,
would be used by effective in-service education and training programmes. The organizers and the resource persons can make on in-service teacher education programme more effective and interesting if the age, experience and background of participants are appropriately used at the planning phase.

4. **Content:** Content of in-service would depend upon objectives of each programme which could be grouped under the following major categories:

   i. School subjects.
   
   ii. Pedagogy and methodology.
   
   iii. Emerging tissues.
   
   iv. Teacher’s new role.

   The focus of in-service programmes is on developing competencies and commitments. The overall aim of in-service programmes is to enable teachers to improve their classroom activities, out of the classroom activities, school activities and community activities.

5. **Evaluation and follow-up:** In most of the cases in-service programmes are evaluated, if at all on an ad hoc basis. Each in-service teacher education programme should have monitoring as an integral component so that the effectiveness of a programme can be properly assessed and appreciates. Programme evaluation should assess whether the required inputs were provided to the programme on time, the logistics properly looked after and coordinated, the reading materials provided to participants, etc. another aspect of programme evaluation should be to assess the gains of each participants.

**1.3.12 Evaluation Of In-Service Programmes**

The simplified list of key essential elements for professional development programmes would be that they:

1. Focus on concrete and specific training for instructional and management practice;

2. are appropriate to the current needs of the teacher;

3. involve teacher and other staff in the planning and implementation of both short and long term activities;
4. include a balance of theory and practice;
5. include small group workshops, peer observations and feedback, coaching, and demonstrations;
6. ensure implementation in the classroom of the acquired learning;
7. provide continuous guidance and support;
8. have the support and participation of the head teacher and other school leaders;
9. enable participation through release time;
10. provide regular meetings for problem solving;
11. fit within the context of the local community and school culture; and
12. Fit within the broad, long-term professional development and school improvement programme.

1.4 ELEMENTARY EDUCATION

The gains from universal elementary education can hardly be overstated. It has important advantages for the individual and the nation. It expands the realm of choices available to the individual in almost every instance. The benefits in terms of key demographic variables such as infant mortality rate and fertility rate are substantial. Equally, it is important for the effective functioning of democratic institutions, the malfunctioning of which impinge on virtually every economic and social outcome.

Elementary education covers the primary (6-11 years) and upper primary (11-14 years) age group. In most Indian states, this translates into the successful completion of prescribed educational requirements till Class VIII. The essence of the goal is for every 14-year old to have acquired foundation skills such as the ability to read and write with fluency, numeracy, comprehension, analysis, reasoning and social skills such as teamwork. Equally, elementary education should instill in children courage, confidence, curiosity, independence, resourcefulness, resilience, patience and understanding. After the inception of DPEP (District Primary Education Programme) in 1994, the government came up with the SSA or "Sarva Shiksha Abhiyan" in 2001 so as to bring in an improvement in the elementary
education system. Lowering the poverty ratio, promoting female literacy, and emphasizing on rural education will help SSP fulfill their desired goal.

For optimum management control, the government has also joined hands with the School Management Committees, Tribal Autonomous Councils, Mother Teacher Associations as well as the Village and Urban Slum Level Education Committees. The SSA aims at improving the ratio of teachers to students, emphasize more on teachers training, provid learning materials for teachers and textbooks for children as well as make every possible effort for their academic support.

K.G. Saiyadin (in his book “Problems of Education Reconstruction), said that it is not concerned with any classes or books but has to deal with the entire population of the country. It touches life at every point and it has to do most with the formation of national ideology and character, than any single activity, social, political or educational. Most of us who are concerned with the great work of primary education should therefore visualize its problems and objectives, not in the context of dark, dingy buildings but against the background of its ultimate ends and purposes.

Living-stone (1947) has said that Elementary education is not complete in itself. It is preparatory. It prepares the pupil to go onto something else and put his foot on the first step of the ladder of knowledge.

D.S. Kothari Commission or Indian Education Commission (1964-66) has divided primary education into two stages:

1. Lower primary 6-10 years.
2. Higher primary 10-13 years.

**Meaning of Primary Education in Five-year plans:** The meaning of primary education is defined by five-year plans as follows:

| Lower Primary: 5 year course | Age group: 6-11 years |
| Higher Primary: 3 years course | Age group: 11-14 years |

1.4.1 Why Elementary Education?

Social justice and equity are by themselves a strong argument for providing basic education for all. It is an established fact that basic education improves the
level of human well - being especially with regard to life expectancy, infant mortality, and nutritional status of children etc. Studies have shown that universal basic education significantly contributes to economic growth.

**Constitutional, Legal and National Statements for UEE:** The Constitutional, legal/ and national policies and statements have time and again upheld the cause of Universal elementary education.

**Constitutional mandate 1950** - "The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education to all children until they complete the age of 14 years."

**National Policy of Education 1986** - "It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century".

**Unnikrishnan Judgment, 1993** - "Every child/citizen of this country has a right to free education until he completes the age of fourteen years."

**Education Ministers’ Resolve, 1998** - "Universal elementary education should be pursued in the mission mode. It emphasized the need to pursue a holistic and convergent approach towards UEE."

**National Committee's Report on UEE in the Mission Mode: 1999** - UEE should be pursued in a mission mode with a holistic and convergent approach with emphasis on preparation of District Elementary Education Plans for UEE. It supported the fundamental right to education and desired quick action towards operationalization of the mission mode towards UEE.

1.5. **IN-SERVICE TEACHER EDUCATION AT PRIMARY LEVEL IN PUNJAB**

Punjab is in the most unenviable position with respect to literacy and education. The state has universal access at the primary level. It has a significantly high ratio of primary sections. Except some remote areas/new habitations with small populations, there is a government primary school in almost every village. As per the SSA Framework (2008) guidelines for in-service teacher education programmes based on NCF 2005, three types of teacher education programmes have been envisaged in Punjab state also. There is provision for 60 days teacher education
programmes for untrained teachers, 30 days induction teacher education programmes and 20 days teacher education programmes for all teachers every year. The 20 days teacher education programme is to be split into 10 days of block teacher education programme and 10 days of teacher education programmes in the form of monthly meetings at the Cluster Resource Centre (CRC).

1.5.1 Punjab State Profile

Punjab, state of India, located in the northwestern part of the subcontinent. It is bounded by the Indian states of Jammu and Kashmir to the north, Himachal Pradesh to the northeast, Haryana to the south and southeast, and Rajasthan to the southwest and by the country of Pakistan to the west. Punjab in its present form came into existence on November 1, 1966, when most of its predominantly Hindi-speaking areas were separated to form the new state of Haryana. The city of Chandigarh, within the Chandigarh union territory, is the joint capital of Punjab and Haryana.

![Figure 1: Map showing various districts of Punjab](image)
Punjab is divided in 20 Administrative Districts, 72 Tehsils, 141 CD Blocks, 216 ED Blocks and 12711 Villages. Punjab is predominantly rural (66%) State. It has a high concentration of Schedule Caste Population i.e 28.9%, which is one of the highest in the country. The literacy rate of Punjab is 69.65 (75.23 males; 63.36 females) which is higher than the All India Average of 64.84. The rural female literacy is lower at 55.3%. The literacy rate for SC females is 48.2%. There is a considerable gap in literacy rates in Muslims, which is 51% for males and 43% for females, though Muslim population in the state is only 2% or so.

1.5.2 Administrative Setup in Punjab

![Hierarchy of Department of School Education, Punjab](image1)

**Figure 2: Hierarchy of Department of School Education, Punjab**

![Organisational Chart at State Project Office](image2)

**Figure 3: Organisational Chart at State Project Office**
1.5.3 BRCs and CRCs in Different Districts of Punjab

SSA Framework (2008) provides guidelines for in-service training based on NCF 2005. Three types of training have been envisaged. There is provision for 60 days training for untrained teachers, 30 days induction training and 20 days training for all teachers every year. The 20 days training is to be split into 10 days of block training and 10 days of training in the form of monthly meetings at the Cluster Resource Centre (CRC). The list of number of Block Resource Centers (BRCs), Cluster Resource Centers (CRCs), villages and panchayats is given below:

<table>
<thead>
<tr>
<th>District Name</th>
<th>No. of Educational Block</th>
<th>No. of BRCs</th>
<th>No. of CRCs</th>
<th>No. of Villages</th>
<th>No. of Panchayats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amritsar</td>
<td>18</td>
<td>8</td>
<td>94</td>
<td>856</td>
<td>753</td>
</tr>
<tr>
<td>Barnala</td>
<td>3</td>
<td>3</td>
<td>21</td>
<td>219</td>
<td>144</td>
</tr>
<tr>
<td>Bathinda</td>
<td>6</td>
<td>8</td>
<td>41</td>
<td>411</td>
<td>306</td>
</tr>
<tr>
<td>Faridkot</td>
<td>5</td>
<td>2</td>
<td>27</td>
<td>230</td>
<td>181</td>
</tr>
<tr>
<td>Fatehgarh Sahib</td>
<td>6</td>
<td>5</td>
<td>47</td>
<td>510</td>
<td>420</td>
</tr>
<tr>
<td>Ferozepur</td>
<td>19</td>
<td>10</td>
<td>115</td>
<td>1367</td>
<td>1069</td>
</tr>
<tr>
<td>Gurdaspur</td>
<td>22</td>
<td>16</td>
<td>181</td>
<td>1659</td>
<td>1642</td>
</tr>
<tr>
<td>District</td>
<td>BRs</td>
<td>10</td>
<td>148</td>
<td>1633</td>
<td>1336</td>
</tr>
<tr>
<td>-----------</td>
<td>-----</td>
<td>----</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Hoshiarpur</td>
<td>19</td>
<td>10</td>
<td>148</td>
<td>1633</td>
<td>1336</td>
</tr>
<tr>
<td>Jalandhar</td>
<td>19</td>
<td>10</td>
<td>113</td>
<td>1205</td>
<td>912</td>
</tr>
<tr>
<td>Kapurthala</td>
<td>7</td>
<td>5</td>
<td>63</td>
<td>789</td>
<td>538</td>
</tr>
<tr>
<td>Ludhiana</td>
<td>19</td>
<td>12</td>
<td>112</td>
<td>1147</td>
<td>924</td>
</tr>
<tr>
<td>Mansa</td>
<td>5</td>
<td>5</td>
<td>34</td>
<td>242</td>
<td>242</td>
</tr>
<tr>
<td>Moga</td>
<td>6</td>
<td>5</td>
<td>40</td>
<td>329</td>
<td>349</td>
</tr>
<tr>
<td>Mohali</td>
<td>7</td>
<td>3</td>
<td>57</td>
<td>414/72</td>
<td>414/41</td>
</tr>
<tr>
<td>Muktsar</td>
<td>6</td>
<td>4</td>
<td>38</td>
<td>319</td>
<td>319</td>
</tr>
<tr>
<td>Nawanshahr</td>
<td>8</td>
<td>5</td>
<td>51</td>
<td>529</td>
<td>501</td>
</tr>
<tr>
<td>Patiala</td>
<td>14</td>
<td>8</td>
<td>115</td>
<td>1097</td>
<td>932</td>
</tr>
<tr>
<td>Ropar</td>
<td>8</td>
<td>5</td>
<td>60</td>
<td>685</td>
<td>601</td>
</tr>
<tr>
<td>Sangrur</td>
<td>11</td>
<td>9</td>
<td>77</td>
<td>573/188</td>
<td>573</td>
</tr>
<tr>
<td>Tarntaran</td>
<td>8</td>
<td>8</td>
<td>65</td>
<td>552</td>
<td>538</td>
</tr>
</tbody>
</table>

Table 1.1: List of BRCs and CRC in different Districts of Punjab

1.5.4 Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan, a flagship programme of Government of India for the promotion of Universalization of Elementary Education, as several features that seek to improve the quality of elementary education. The physical spaces of schools can be transformed into learning spaces only if certain basic provisioning is ensured. This provisioning includes, interlaid, an adequate number of teachers in schools, facilities for training of teachers, structures to provide regular on site academic support, grants to facilitate development of teaching learning material to aid classroom instruction, textbooks for children from special focus groups etc. The main goal of this program is that all children of 6-11 years of age should complete primary education by the year 2007 and all children of 6-14 years of age should complete eight years of schooling by 2010. This plan covers the whole country with special emphasis on girl education and education of Schedule Caste (SC) and Schedule Tribe (ST) children and children with special needs. The SSA centers are
mainly opened in those areas, which do not have any school or where schools are very far off. Special girl oriented programs include:

- Girl education at elementary level.
- National Program for Education of Girls at Elementary Level (NPEGEL)
- Kasturba Gandhi Balika Vidyalaya (KGBV)
- Mahila Samakhya Scheme

The programme places great emphasis on preparing the teachers for teaching, by building their capacity through a series of training programmes. The SSA provides for regular 20-day in service training for every teacher every year, along with facilities for 30 day training for newly recruited teachers and 60 day training for teachers that have not received pre service training. Training covers several pedagogical issues, including content and methodology, to improve teaching learning transactions at classroom level. States have started exploring several innovative means of imparting these trainings, including use of the distance, self learning mode and use of the educational technology. Teacher training under SSA emphasizes child-centered pedagogy and competency based teaching learning. In 2006-07, about 29.5 lacks teachers underwent the annual in service training. NCERT has prepared guidelines for in-service teacher training under SSA called ‘The Reflective Teacher’ that advocates an optimum training duration of about 10 days per year. In service training as suggested by NCERT, should be split up into institutional training ‘on site’ (that is, in the school), implementation of recommended strategies by the teachers in their own classroom settings and finally, meetings at BRC/CRC level to facilitate peer interaction amongst teachers.

### 1.5.5 Objectives of Sarva Shiksha Abhiyan

- All children to be in schools, Education Guarantee Scheme centers, alternate schools, back-to-school camps by 2003;
- all children to complete five years of primary schooling by 2007;
- all children to complete eight years of schooling by 2010;
• focus on elementary education of satisfactory quality with emphasis on education for life;

• bridge all gender and social disparities at the primary stage by 2007 and at the upper primary level by 2010; and

• universal retention by 2010.

1.5.6 Learning Enhancement Programme (LEP-SSA Punjab) Parrho Punjab Programme

• Parrho Punjab Programme was carried out to promote reading & comprehension of languages as well as to impart numerical skills to the children of primary classes.

• During the academic session for 2011-12, there has been around 52.36% improvement in the learning of First Language i.e. Punjabi, 64.53% improvement in the learning of Maths and 37.25% improvement in the learning of English and 56.69% improvement in the learning at Primary Level up to November 2011.

• Final evaluation of the programme which is in process would probably reveal further improvements in the achievements.

Year wise progress under Parrho Punjab is given below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Math</th>
<th>Punjabi</th>
<th>English</th>
<th>Hindi</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>17.50%</td>
<td>16.30%</td>
<td>-</td>
<td>-</td>
<td>English was not covered under the programme</td>
</tr>
<tr>
<td>2009-10</td>
<td>66.49%</td>
<td>56.90%</td>
<td>-</td>
<td>-</td>
<td>English was not covered under the programme</td>
</tr>
<tr>
<td>2010-11</td>
<td>59.43%</td>
<td>72.31%</td>
<td>46.83%</td>
<td>-</td>
<td>These are achievements till March 2011.</td>
</tr>
<tr>
<td>2011-12</td>
<td>64.53%</td>
<td>52.36%</td>
<td>37.25%</td>
<td>56.69%</td>
<td>These are achievements till November,2011</td>
</tr>
</tbody>
</table>

Table 1.2: Year wise progress under Parrho Punjab
1.5.7 Objectives Decided Under the Planning Of Parrho Punjab Programmes (2011-12)

For year 2011-12 following objectives mentioned in the table 1.3 are decided under the planning of Parrho Punjab Programme:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td>100% Students can recognize Numbers, 100% Students can add single digits, Learn Tables upto 5</td>
<td>100% Students add 2 Digit Numbers, 100% Students can subtract two digits numbers, Learn Tables upto 10</td>
<td>100% Students addition and subtraction of Two Digit Numbers, 100% Students can divide three digits numbers with one digit number, Learn Tables upto 15</td>
<td>(According to Curriculum Unit) 100% students of class 4 and 5 will Learn Tables upto 20 and other objectives are same as class 3.</td>
<td></td>
</tr>
<tr>
<td>Before break</td>
<td></td>
<td>Read words with “laggan” and “matran”, writing without “martan”</td>
<td>Reading paragraph, writing sentences</td>
<td>Reading stories and writing sentences</td>
<td>Reading stories and writing sentences, According to Curriculum Unit</td>
<td></td>
</tr>
<tr>
<td>Punjabi</td>
<td></td>
<td>Read and Write Letter, conversation</td>
<td>Read and Write simple 3 letter words, conversation</td>
<td>Read simple sentence and write words, conversation</td>
<td>Read simple Paragraph and write simple sentences, conversation</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>(Activities) Including General Science</td>
<td>(Activities) Including General Science</td>
<td>Including Curriculum activities</td>
<td>Including Curriculum activities</td>
<td></td>
</tr>
<tr>
<td>Environment Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Including Curriculum activities Read simple sentence and write words</td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Including Curriculum activities Read simple Paragraph and write simple sentences</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.3: Objectives decided under the planning of Parrho Punjab Programme 2012-13

From year 2011-12 objectives of English conversation is included and for the first time Hindi is introduced in Parrho Punjab.
1.6  RATIONALE OF THE STUDY

Each person can trace contribution of some teachers who help the person to transform into a good human being with a more positive self image, more self-confidence, more commitment and motivation to pursue excellence. This role of a teacher is universally acknowledged. In-service teacher education, throughout the world, has acquired an important role for professional upgrading of teachers. The upgradation of knowledge of school subjects, their pedagogy, communication skills, information and communication technology and new methods of evaluation may form the common core of in-service teacher education programme. Teacher should be made aware of the new and emerging issues and their new roles. The programme should not be reduced to a monologue. It should be a dialogue between the participating teachers and the resource person. Group discussion, seminars and workshops are arranged. A few participants may also be encouraged to act as resource persons.

Evaluation of the in-service programme and its follow up are the weakest points in the effectiveness of these programme. The participants and the programme itself are evaluated casually on ad-hoc basis. It has become only a formality. The stakeholders should express their opinion about the effect of the programme. The goals, implementation, relevance, planning, duration, and the inputs provided by teachers, out-come and cost effectiveness etc. need to be properly reflected in the evaluation procedure. So the proposed problem becomes relevant in the present day scenario in India.

1.7  STATEMENT OF THE PROBLEM

The statement of the problem is as follows:

A STUDY OF IN-SERVICE TEACHER EDUCATION PROGRAMMES AT ELEMENTARY EDUCATION LEVEL IN PUNJAB
1.8 OPERATIONAL DEFINITION OF TERMS USED

‘In-service Teacher Education’ and ‘Elementary Level’ are the key words used in the study. The operational definition of these terms is given below:

In-service Teacher Education Programmes: In the present study in-service teacher education programmes refers to the teacher education programmes organized under SSA in Punjab for teachers already in service.

Elementary Level: Elementary education covers the primary (6-11 years) and upper primary (11-14 years) age group. This study covers the primary education level only.

1.9 OBJECTIVES OF THE STUDY

1. To study the effectiveness of in-service teacher education programmes with respect to following:
   I. Organization
   II. Content
   III. Transactions by Resource Persons
   IV. Material (Modules) Provided

2. To study the perception of teachers regarding the impact of in-service teacher education programmes on their professional development and class-room transactions.

3. To study the perception of head teachers for effectiveness of in-service teacher education programmes.

4. To study the impact of in-service teacher education programmes on the achievement of students.

1.10 RESEARCH QUESTIONS

The proposed study has answered the following questions:

Q1. How far the In-service teacher education programmes are effective in relation to their organization?

Q2. How far the In-service teacher education programmes are effective in relation to content provided during the programme?
Q3. How far the In-service teacher education programmes are effective in relation to the transactions by resource persons?

Q4. How far the In-service teacher education programmes are effective in relation to material (modules) provided?

Q5. What is the impact of in-service teacher education programmes on the professional development of the teachers?

Q6. What is the utility of in-service teacher education programmes for the improvement in class-room transactions?

Q7. What is the perception of head teachers regarding the effectiveness of in-service teacher education programmes?

1.11 HYPOTHESES

Null hypotheses were framed to study the impact of in-service training programmes in terms of achievement of students:

$H_1$: There will be no significant difference between test results of achievement of students of class 1 in Punjabi reading, Punjabi writing, Mathematical problem solving, Mathematical tables, English reading, English writing, English conversation and in overall achievement at three occasions viz. pre test, mid test and post test.

$H_2$: There will be no significant difference between test results of achievement of students of class 2 in Punjabi reading, Punjabi writing, Mathematical problem solving, Mathematical tables, English reading, English writing, English conversation and in overall achievement at three occasions viz. pre test, mid test and post test.

$H_3$: There will be no significant difference between test results of achievement of students of class 3 in Punjabi reading, Punjabi writing, Mathematical problem solving, Mathematical tables, English reading, English writing, English conversation and in overall achievement at three occasions viz. pre test, mid test and post test.

$H_4$: There will be no significant difference between test results of achievement of students of class 4 in Punjabi reading, Punjabi writing, Mathematical problem
solving, Mathematical tables, English reading, English writing, English conversation, Hindi reading, Hindi writing and in overall achievement at three occasions viz. pre test, mid test and post test.

**H0:** There will be no significant difference between test results of achievement of students of class 5 in Punjabi reading, Punjabi writing, Mathematical problem solving, Mathematical tables, English reading, English writing, English conversation, Hindi reading, Hindi writing and in overall achievement at three occasions viz. pre test, mid test and post test.

### 1.12 DELIMITATIONS OF THE STUDY

The study has been delimited to the objectives, sample and descriptive survey design. Apart from this other delimitations are given below:

1. The study was conducted in Punjab state only. It was delimited to four districts of Punjab viz. Amritsar, Jalandhar, Kapurthala and Ludhiana. Further, two blocks were selected from each of the district except for Kapurthala district, where due to less number of teachers available at the in-service teacher education centers, three blocks were taken. Thus the study was delimited to nine blocks only.

2. The study has been restricted to only 529 elementary/primary teachers and 83 head teachers attending the in-service teacher education programme.

3. Class room transactions of only 42 teachers who had undergone in-service teacher education was observed from nine schools of Jalandhar district only.

4. Achievement scores of only 369 primary students from records of three schools of Wadala cluster, Majitha-I Block of Amritsar District were procured.

5. The effectiveness of in-service teacher education was determined in terms of the perception of teachers and head teachers and in terms of the achievement of the students only.