PREFACE

Education, being the process of transmission of dynamic components of cultural heritage, and its continuous enrichment through a lively interaction with the present, has always been rooted in traditional mores, reflecting a way of life. Effective education demands a planned and purposive approach. It is through teacher education programs that the task of inculcating values in the system can be substantially accomplished. Teacher education should, therefore, envisage making a teacher true professional, capable of perceiving complexities and uncertainties prevalent in society. In addition the one who maintains a thorough grasp of the subject, possesses communication skills, is competent in taking decisions and has the requisite courage and conviction to implement them.

Teacher education in the present investigation has been specifically studied with reference to the contextual variables of sustainable changes, curricular inputs and transaction modes, within the framework of elementary teacher education. The present study outlines the status and future perspectives of these influences on teacher education.

The study is reported in seven chapters. Chapter one examines contextual variables of the study, the relationship between community, school and education, essential components of elementary schools and teacher training institutes, and developmental perspective of elementary teacher education in India.

Chapter two deals with development of tools used for the purpose of the study. Third chapter covers research methodology. Chapter four comprises of the socio-cultural derivatives, while five and six are pertaining to derivation of school and institute needs respectively. Chapter seven presents the summary generalizations of the study and results.