CHAPTER I

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CHAPTER-I

SUSTAINABLE CHANGES RELEVANT TO COMMUNITY AND SCHOOL NEEDS IN CURRICULAR INPUT AND TRANSACTION MODES OF ELEMENTARY TEACHER EDUCATION

INTRODUCTION

Education has always been rooted in traditional mores, reflecting a way of life. As time passed the conventional depiction of culture in education began to change with the changing political history of the nation. It gradually altered to become a more systematized and goals oriented structure that aimed at facilitating a contemporary way of life. Since teacher education is an integral component of the educational system, it is closely connected with society and is conditioned by the changing ethos, culture and character of a nation.

Education is the process of transmission of dynamic and responsive components of cultural heritage and its continuous enrichment through a living interaction with the present circumstances. In the preceding decade, new thrusts have been posed due to rapid changes in educational, political, social and economic contexts at the national and international levels. There is a need to reinterpret the Indian culture in its distinct identity and composite strength. Moreover, the persistent erosion of values in the society in the present day context necessitates these to be redefined and rein stalled.

Value education demands a planned and purposive approach. It is through teacher education programs that the task of inculcating values can be substantially accomplished. Whereas values are emotive, the other related significant dimension is that of moral education which is essentially indigenous in character. Curricular Framework for Quality Teacher Education (NCTE 1998) emphasized that morals are situation-specific and demand immediate decision and action and yet there are morals that are considered to be eternal and universal. Through committed teachers, the art of ensuring moral development in a secular, multi-religious and multi-ethnic society needs to be cultivated.
It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. These problems may be economic, social, cultural, political, moral, ecological and educational. Since the teachers play a major role in education of children, cultural transmission and reconstruction becomes their responsibility, and thus teacher education a matter of vital concern.

Teacher education must develop into a social and behavioral science that can be utilized effectively in solving the problems and strains of the changing society. It has to be conceived, as an integral part of the total educational and social system and must respond to the requirements of the school system. It can no longer remain conventional and static but should transform itself to a progressive, dynamic and responsive system. The theoretical and practical components need to be balanced appropriately. While it is essential to develop identified competencies to prepare effective teachers, it is equally necessary to develop commitment and awareness of the community and school needs, as an integral part of teacher preparation. The teachers have to keep abreast of the latest developments not only in their field of specialization but also in areas of educational developments and social and cultural issues through continuous in-service orientation.

Learning: The Treasure Within (UNESCO report 1996) observed, ‘The new challenges facing education to contribute to development, to help people to understand and to some extent come to terms with the phenomenon of globalization and to foster social cohesion must be met from primary and secondary schools onwards. Teachers are instrumental in the development of attitudes, they can awaken curiosity, stimulate independence, and create the conditions for success in education’.

Consequently, there is a need to have a close look at the teacher education curriculum, at different levels, in order to ascertain whether teacher education institutions, through their pre-service and in-service programs are able to meet these emerging challenges. The teacher should be fully aware of the art and science of nurturing the personality of students in all its facets with emphasis on human excellence.
Curricular Framework (NCTE Report 1998) observed, 'A nation concerned with erosion of values needs teachers who are professionally committed and prepared to present a value-based model of interaction with their learners'.

Curriculum reconstruction has also become imperative in the light of some noticeable gaps in teacher education, which by and large, remains conventional. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate. Teachers are prepared in competencies and skills, which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. Organized and stimulatory learning experiences whenever available, rarely contribute to enhancing teachers capacities for self-directed life long learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programs. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the elementary teacher education programs.

It may be argued that the chief purpose of research on education of teachers is to improve the programs of teacher preparation provided in the teacher training institutions. In recent times, more stress has been placed on increasing the relevance of education to the changing demands of a dynamic society. Therefore, it was found to be necessary to seek greater understanding of socio-cultural expectations, and greater knowledge of the level of its influence on elementary teacher education and pupil learning in schools. Although, the attainment of such a knowledge and understanding, would still leave us with the task of modifying our institutions, and their teacher education courses. It is the purpose of this chapter to review some aspects of the variables included in the investigation, and thereby suggest a different approach of curricular inputs in elementary teacher education.

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. They are the prime agents of change. The significance of the emerging role of teachers has never been so critical as at this juncture. It has been widely
acknowledged that the pace of development is faster in an educated society. It is also seen that the avenues for development, both at the individual and community level also multiply. Since the teacher is perceived as a catalyst for change, teacher education assumes greater significance. It is what the teachers think, believe and do in classrooms that ultimately shapes learning of pupils. The quality, range and flexibility of teachers’ classroom work are closely linked to the way they develop as people and professionals. Hence, it is the teacher who is to ultimately transmit and promote, habits, values, attitudes, and political and national faith, especially among first generation learners, coming from diverse backgrounds.

Therefore, teacher education must lay greater emphasis on the role of education as an instrument of social change and transmit these changes from the community to the children in school, who ultimately are prospective citizens.

Learning: The Treasure Within (Report 1998) observed, ‘One of the main functions of teacher education, both pre-service and in-service, is to equip teachers with the ethical, intellectual and emotional wherewithal, and to develop the same range of qualities in the pupils, as society demands’.

Teacher quality is a function of several factors; teacher status, service conditions, motivation, conditions of the workplace and above all, teachers’ academic education and professional training. Initial teacher education especially has a major part to play in the making of a teacher. It marks the initiation of the novice entrant to the calling and as such has tremendous potential to improve the would-be-teacher with proper motivation, knowledge, skills and attitudes necessary to confidently carry out the teaching tasks in order to translate the educational goals and curricular intents into appropriate learning experiences for children.

As teacher education has been conceived as an integral part of educational and social system, the teacher education curriculum therefore must primarily respond to the sustainable changes taking place within the community and transmit these to the school system. Hence, it is essential to identify the changes taking place within the community and school needs and to co-relate these changes to curricular inputs of elementary teacher education.
The teacher education concerns quality, aptitudes, interests, and inclination of teachers, their selection procedure, teacher education program, system of examining student teachers and so on. The present investigation attempts to suggest the sustainable changes relevant to Indian community and schools needs and relate them to the curricular inputs and transaction modes for elementary teacher education. The study made use of certain terms in the context of teacher education that require explanation. So, these terms have been presented in the following paragraphs:

CONTEXTUAL VARIABLES

Teacher education in the present investigation has been specifically studied with reference to the contextual variables of sustainable changes, curricular inputs and transaction modes, where they have been examined within the framework of elementary teacher education. Criterion of relevance has been an underlying principle all through the study. The study outlines the status of these influences on teacher education. An effort has been made to delineate the importance of these factors in respect of elementary teacher education.

SUSTAINABLE CHANGES

The term 'sustain' according to Encarta World dictionary (Editor-in-chief Dr. Kathy Rooney) means to withstand and continue and the word ‘sustainable’ means, ‘able to be maintained’ and combined with the word change it implies the changes that can be maintained. Collectively ‘sustainable changes’ involves changes that can manage to withstand and continue doing so in spite of the fluidity of transitory period. The relevance of the term sustainable change in the present study refers to changes that are relevant to the community and the school. The complexity of change in relation to community and school has wider ramifications; the study was limited to examine these changes with curricular inputs and transaction modes serving as contextual references.

Ralph (1971) observed, "The world changes so rapidly that we are likely to think of the past as totally different. Hence, it is useful from time to time to examine..."
the development over the years of institutions, issues and problems to perceive again that they do not spring from nowhere but have been emerging for some time. Indian society has witnessed tremendous change in the last fifty years, and this change has informed the transformation of the education system. Since community and school have a reciprocal relationship, change in the community affects the school needs. This change in the community in the Indian setup has been marked by an increased emphasis on modernization and economic development. Schools have therefore modified and restructured their needs. Teacher education institutes have to therefore work in association with the schools as well as the community. Since factors of modernization as well as tradition are functioning simultaneously, the right balance between them decides the parameters of sustainable changes.

In the Indian context, the teacher has to strike a healthy balance between the demands of the future society, and assume the responsibility of developing proper values, attitudes, and skills in children. In such a social context, the teacher’s role is bound to be advanced and elaborate.

Moreover, sustainable changes within the community and school needs can be operationalised through curricular inputs of teacher education and meaningful classroom transactions. The unique social context of Indian diversity necessitates an education system that is rooted and ingrained within. Moonis Raza (1990) commented, ‘the unique feature of the social situation in India is not the extent of its plurality but the fact that social diversity has been based on and sustained by an underlying unity which has grown with time’. Thus in order to meet the changing demands of their jobs, high quality teachers must be capable and willing to continuously learn and re-learn.

Professional development programs should be designed in a manner that provides continuity to changes taking place in the community and the school. The relationship of curricular input and transaction modes in elementary teacher education is of vital importance. Since at the operational level, the curricular inputs become the real instrument of change if properly taught in the classes. In order to sustain the dynamism of community and school needs the curricular inputs should be more need based, flexible, relevant, and learner controlled. The nations’ educational system is
increasingly being asked to provide the children with knowledge, information and skills required to compete in a complex world, and integrated to these is children’s intellectual and social development. This conflict of modern with traditional requires a sustained effort on the part of the teacher.

As Moonis Raza (1990) suggests, “Modernization of tradition takes place through a simultaneous process of rejection of the moribund, the dead and the obsolete in tradition and of the assimilation of its live, vital and relevant elements into the modern...likewise if the modern rejects the whole of tradition it ceases to be modern. If tradition does not eschew the obsolete by modernizing itself, it ceases to be tradition”. Thus, the changes within the community and the schools should be able to contain the development without breaking the link between the past and the future.

The concept of sustainable changes embraces patterns of change relevant within the community and the school needs and how they define the curricular input and transaction modes of teacher education. Prescribing the content for sustainability education, Tilbury (1995) has suggested combining approaches that build on past practices but lead to an outcomes-oriented futures perspective. David Haury (1998) reported, 'providing education for sustainability will require communities to view schools as components within the educational system'.

The world scenario is characterized by a state of flux. During the last three or four decades, an unprecedented explosion in major areas of knowledge, technology, has resulted in rising aspirations. Such developments will have great impact on education and its content, objectives and methodology. It is now being increasingly realized that knowledge and technology will develop at a much rapid pace than before. In India today, the overall profile portrays a distressing picture where only a few schools have started preparing for the 21st century while majority are still struggling. The educational system should be developed in a manner, which sustains these changes in order to meet the challenges of the new world scenario.
The term curricular input has been derived from the term curriculum and implies the theoretical constructs that are transacted in an educational program. Curriculum is indeed the heart of the educational process. The quality of education depends ultimately upon the individual, the social relevance of the curriculum and the extent to which it is effectively transacted in educational institutions. The direction to the curriculum is provided by its educational objectives.

Westbury and Steimer (1971) hold that curriculum is a methodological enquiry exploring the range of ways in which the subject matter elements of teacher, students, subjects and milieu can be seen.

Sylvia Ashton (1980) concluded that curricular practices formulated around child’s experiences with the immediate social environment foster construction of knowledge and development. Such practices act as a source for formulating the rationality on contextualisation of curricular practices.

The challenges and tasks that face Indian education have been succinctly expressed in the Program of Action (1992), ‘Life in the coming decades is likely to bring new tensions together with unprecedented opportunities. To enable the people to benefit in the new environment will require new designs of human resource development. The coming generations should have the ability to internalize new ideas constantly and creatively. They have to be imbued with strong commitment to human values and to social justice. All this implies better education’.

Learning: The Treasure Within (UNESCO Report 1998) delineates four pillars of education for the new millennium: learning to know, that includes philosophy of learning- the heart beat of society; learning to do, which amalgamates world of knowledge with the world of skill; learning to be, which incorporates the spirit of aspiration and learning to live together, which projects harmony with social and physical environment.
The centrality of the curriculum in all educational endeavors presupposes that the distinctive Indian identity should be reflected in all spheres of education. Teacher Education has to be conceived as an integral part of educational and social system and therefore must primarily respond to the requirements of the school system. National values and goals need to be meaningfully reflected and their inclusion attempted with care and caution.

India is a conglomeration of diversities with a variety of manifestations and is yet bounds by a thread of commonality. The teacher is expected to recognize commonalities and specificities in order to shape the personalities of children for living together in a perpetually changing complex society (Curricular Framework, NCTE report 1998).

Mahapatra (1999) felt that the curriculum has to be indigenously rooted- it has to draw upon the culture and attempt to make it richer. Aggarwal (1999) observed that the curriculum must keep pace with the changing times, help in fulfilling the needs of the individuals, society and above all needs to be responsive to national aspirations.

In fact, the role of the teacher is conceptualized within the societal framework and hence curricular inputs of teacher education should be perceived in relation to the school needs, which in turn are closely related to the community demands. Apart from changing the prevailing attitude of children to a modern perspective, it is the task of the teacher to consider the changes taking place in the society and to orientate children towards these changes. Hence, the objectives and essential components of teacher education must include the dynamic societal changes that define the community aspirations and school needs.

Yadav, M.S. (2001) focuses on breaking off the isolation of teacher education with school practices and emphasizes on the need to bring center-stage the actual role performance by teachers on identifying conceptual inputs in teacher education program and enriching it further through independent field practices. The teacher education curriculum ought to analyze teacher as an educational resource in the community, community as an educational resource for the teacher and teacher functioning and the influence of socio-political context. This mutuality is of prime
importance if teacher education is to respond to the community and school needs having wide-ranging ramifications.

TRANSACTION MODES

Encarta dictionary (Chief Editor Dr. Kathy Rooney) defines the term ‘transaction’ as interaction, communication, or activity between two or more people that influences and affects all of them. The word ‘transaction mode’ has been used in contextual reference to the transaction of curricular inputs in elementary teacher education institutes. The term transaction includes the teaching strategies combined with educational technology adopted by the teacher that leads to an effective communication between the teacher and the taught within the classroom. Thus, a teaching situation necessarily involves the teacher, learners and the teaching-learning situations.

Mitzel (1960) was the first to suggest that research on teaching involved presage, process and product variables. Here presage variables include the learner as well as the teacher. In fact, the efficacy of the outcome (product) depends on the intensity of the interaction between the teacher and the learner. The greater the sense of teacher efficacy, the more likely the implementation (Cohen, 1981).

In the present investigation, the curricular input and extent of its transfer through transaction modes within the classroom settings is one of the dimensions of the study. To identify the pattern of teachers-students interaction in elementary teacher training institutes Interaction Analysis has been used as a tool of research. Interaction analysis is a specialized research procedure that provides information about only some of the aspects of classroom teaching patterns. It is an analysis of spontaneous communication between the teacher and pupils. The underlying assumption is that teaching behavior and pupils’ responses are expressed primarily through the spoken words as a series of verbal events, which occur one after another. These events are identified, coded and tabulated systematically, in order to represent a sample of the spontaneous teacher–student interaction as it occurred in the classroom.
“Classroom Interaction Analysis is a label that refers to any technique for studying the chain of classroom events and classifying each statement made by the teacher or student into a set of categories that are totally inclusive and mutually exclusive” (Flanders, 1970).

Chauhan (1979) defined, ‘classroom interaction analysis as any system for coding of the spontaneous verbal communication, arranging the data into useful display and then analyzing the results in order to study patterns of teaching and learning, that helps in modifying teacher behavior’.

Communication tasks have been defined as tasks that involve the learner in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan, 1989). Communication in the classroom is the single most crucial factor in creating genuine interest of the students and develops learning opportunities for them.

Khader (1999) reported that learning occurs through the interaction between the teacher and the learner mediated by curricular practices. The nature of such interaction varies with the type and level of curricular practices and such variations can be seen across subjects between language and science.

It may be mentioned that the changes in the community affect the school needs, and these in turn define the goals of teacher education curriculum, which are transmitted through transaction modes within the classroom setting. These objectives are further transferred during classroom interaction in the school.

The critical factor thus is the competence with which the elementary teachers are prepared to transmit these goals into functional patterns of behavior in children.

COMMUNITY AND SCHOOL

There is constant interaction between the nation and the community. The extent to which a community and school interact depends largely on the teachers. Finally, the most significant and pertinent factor is the competence and quality of the
Although the teacher's mental, equipment (general education, intelligence, teaching aptitude, temperament, character etc.) is of primary importance yet teacher education is of paramount importance. This implies that the quality of education in the schools depends to a large extent, on the quality of teacher education.

James B. Conant (quoted by Sumption, and Engstrom 1966) said, "The nature of community largely determines what goes on in the school. Therefore, to attempt to divorce the school from the community is to engage in unrealistic thinking, which might lead to policies that could wreak havoc with the school and the lives of the children. The community and the school are inseparable".

John Stuart Mill (quoted by Sumption and Engstrom 1966) said, "Great economic forces flow like a tide over half-conscious people. The wise are those who foresee the coming event and seek to shape their institutions and mould the thinking of the people in accordance with the most constructive change". Thus, the role of the teacher in connecting the school and community is paramount.

The school and the community are inseparable. The school that teaches children from the community or the area that it serves is linked with the community by actively involving with and extending itself into the life and concerns of the community. This link manifests itself in various school programs. Devi, (1968) stated, 'the more meaningfully a school can establish links with the community by connecting subjects and curricula of the school with the situations and demands of the community, the greater will be the quality of learning that would result and hence the quality of education'. This link is critical, as ever-changing educational needs of the society must find the school responding actively. The dynamism of the school will not only make it aware of the educational needs of the community but anticipates them. In addition, responding to these educational needs by exploiting them is the task of the teacher.

Role of the teacher as a social agent should be considered as the major frame of reference and teacher education should be viewed from this perspective. Teacher education is the pivot of any educational system. Its quality and efficacy depends upon the capacity to respond to the socio-cultural contexts of the learners and
communities. International Commission on Education, UNESCO (1991) puts it eloquently, ‘it is thus education’s noble task to encourage each and every one, acting in accordance with their traditions and convictions and paying full respect to pluralism, to lift their minds and spirits to the plane of the universal and in some measure, to transcend themselves. It is no exaggeration on the commission’s part to say that the survival of humanity depends thereon’.

The National Policy on Education (1986) states, “the status of the teacher reflects the socio cultural ethos of a society. It is said that no people can rise above the level of its teacher. The Government and the community should endeavor to create conditions, which will help to 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.”

Commins (1986) delineating the relationship between the school and the community observed, ‘As educators we are constantly sketching an image not only of our own identities and those we envisage for our students, but also of the society we hope our students will form...this requires that schools respect student language and culture, encourage community participation, and promote critical literacy’.

The present Indian Society is in a state of flux. The ever-changing educational needs are a challenge to which the school has to respond actively. To achieve this, the school has to continuously modernize its own system by way of modifying aims, contents and methodology. In fact the effectiveness of an educational system depends upon the efficiency with which the school moulds itself to the changing milieu in the society with respect to the facts that delineate a progressive society. The relationship of school and community in the Indian context assumes a significant role towards more progressive and enlightened society on the one hand and a cultural enrichment of children on the other.
EDUCATION, SCHOOL AND COMMUNITY

One of the strengths of any general system of education consists in the extent to which it harmonises itself with the community and community in turn takes interest in the process of education. Education aims at transmission, preservation, assimilation and enrichment of culture. The teacher-pupil relationship is a form of institutionalised dominance and subordination. Teacher-pupil interaction is modified and/or accentuated through intervening social processes. The culture of the schools in any social system can be seen to have regulative, instrumental and directive roles (Dahlke 1958).

The school is a unique social institution having a social life of distinctive values and interests and associated with distinctive patterns of social interaction. It has a specific role besides scholastics—the role of shaping behaviour in terms of social norms and roles (Parsons 1959).

John Stuart Mill (1966) emphasised on the importance of constructive change and felt that people must have the wisdom of shaping their institutions and moulding the thinking of the people according to these changes.

In this age when information superhighway carries with it the ever-increasing world of knowledge, elementary education has yet to go a long way. The gap between the literate and the illiterate has to be bridged and only school and community interaction can effectively rise to this hour of urgent need. The community exists only as a part of the nation and the nation only as an aggregate of thousands of communities bound together by common ties of democratic ideals that are formulated into government. James Conant (1966) wrote, “The nature of the community largely determines what goes on in the school. Therefore, to attempt to divorce the school from the community is to engage in unrealistic thinking. The community and the school are inseparable”.

Anand, C.L. (1983) indicates strategies for a well planned interaction between school and community that may include visits by school children to farms, factories, social institutions like orphanages, jails, museums historical sites etc. For this the
teacher ought to be fully knowledgeable in these aspects of social dimensions’. A responsive system of education should not allow the isolation of schools from the social needs and social environment.

Education is not a self-regulating variable but closely connected to the community and nation and therefore, its goals and objectives are largely derived from the needs of the society. Jacob (1988) while considering the role of education observed, ‘one must be little conscious and refrain from perceiving education as an independent variable capable of doing wonders’.

Jena (1988) concluded that education contributed to the process of social and occupational mobility thus accelerating the pace of social change largely, where this change was more pronounced in the group under education net. Another study by Pandey V.K. (1988) revealed education to be an important factor in promoting social mobility among women. Modak, (1989) observed that education helped women in urban areas enter jobs in formal sectors contributing to social and economic development. Kanwar, (1989) concluded that home and school socialization practices cause differences in personal achievement motivation. Lalrinkini (1989) revealed that education was significantly related to the overall modernity attitude and the attitude towards family.

Ghosh (1990) reflected upon education and social change in India with reference to the relevance of present day education. The author observed constraints in primary education in terms of facilities, irrelevance of curriculum, and colonial legacy. In short, he opined that the educational system did not correspond to the social demands. Kumar (1990) reported that the status of teachers posted in villages instead of being highly respected members of village community, has changed to being a powerless subordinate in a bureaucratic hierarchy.

Sharma (1992) reported that the attitude of community was supportive only in 40% of the cases; the majority remained indifferent. The findings of Shankar and Lalitha (1994) observed a marked social change in occupational diversification, material transformation towards the usage of modern scientific and technological equipment, and late marriages preferably after employment, as the level of education increased. Saint Tukodji Maharaj’s educational philosophy listed by Jamkar (1994) states that character of a teacher is the most important factor in the present social
condition; human life and education are related in curriculum and nationality is developed through education.

It is fair to say that the school, which serves its community best, serves the state and nation. The welfare of all three is inextricably woven together in the fabric of our democratic society. These insights about the nature of the linkages of education and community on the one hand and the relevance of teacher education and school needs reinforce the belief that three are intricately related.

In conclusion, it may be said that teacher education institutes provide the overall framework by becoming, either, conducive or restrictive or indifferent of this interaction between the community, school and teacher education. And it is through this system of education that the educational process unfolds itself- either at national, regional or local level.

SOCIO-CULTURAL DIMENSIONS OF EDUCATION

The socio-cultural context and education is integral to comprehensive development of learners and needs to be closely related to teacher education. The goals of education towards a holistic development of the child necessitates that teacher education must take the socio-cultural dimensions as integral part of training and orientation.

There is a certain continuity to be observed, as Shukla, S. (1963) observed, 'with each new social situation the desired ideal concept of the teachers' task may undergo a change, but it remains institutionalised within the same institutions. Even when his task has altered on a cognitive-intellectual plane, his active-effective attributes, his modes of reactions to situations and his mastery of these situations into which he slips fail to change immediately'. This change is essential if teacher education is to remain in tune with the changing socio-cultural ethos of the changing times.

Moreover, New Education policy (1986) defined the role of education to be an acculturating one. The socio-cultural awareness of teachers contributes to refining
sensitivities and perceptions within the educational setting that prepares both teachers as well as schools to be able to respond to the changing world without losing sight of the inherent Indian values and culture. Zakir Hussain (Quoted by Sibia, Anjum.1999) stated, “the best educational results can only come of the appropriate avenues of receptivity are brought into contact imaginatively with the corresponding cultural goods”

Khader, M.A. (1999) concluded that ideologies reflecting the relation between social and cultural practices and content of knowledge influence curriculum. The thrust needs to be placed on social and cultural practices that are critical for shaping and sustaining an ideal society. The development of individual and change and renewal of the society are two critical conditions.

There are effective and pervasive influences consisting of expectations of society, and teacher education has to be altered in the process of responding to such changes. Unless a teacher understands the interplay of social forces that influence learners, and possesses sound knowledge of education and its processes, his or her performance in the classroom will be mediocre.

Great scholar like Sri Aurobindo placed great emphasis on all round development of the personality, which includes education of the senses, body, mind and moral and religious education. Swami Vivekananda’s educational thought laid great emphasis on realisation of the perfection already in man and saw education as gradual unfolding of the intrinsic quality of the individual. To Iqbal, the essential purpose of education was to develop man’s individuality and education as a process that ensures eternal progress (Anjum Sibia, 1999).

The following variables were considered as relevant and were incorporated as reference points for socio-cultural dimensions of education.
FUNDAMENTAL PHILOSOPHY

The term philosophy means, "examination of basic concepts such as truth, existence, reality, causality and freedom; a set of beliefs or principles underlying somebody's practice or conduct" (Encarta World English Dictionary, Dr. Kathy Rooney, Editor). It is a wide term and entails a complex world of belief systems.

Fundamental philosophy in this context seeks to examine some basic convictions that are central to any individual and influence the thought processes in daily life. These principles have a functional value, since they are concerned with education and directly link educational structure with society. It is an attempt to link teacher education with certain channels of beliefs that might contribute to greater harmony between society and teacher education.

These beliefs focus on positive relationships within a community and on the rigorous discipline of the mind. Education is an effective means for social reconstruction, and teacher education plays a major role in this process. Amongst various other responsibilities, transmission of cultural heritage and its continuous enrichment becomes integral to teacher education program. The need to re-interpret Indian culture and its unique capacity to absorb the sublime as different from other cultures needs to be highlighted. For orienting teachers for such responsibilities, teacher education will have to be imbued with vigour and drive.

Adaptation is partly a problem of how the major training institution confronts rapid social change. Mannheim, K. (1950) states, 'to face only tradition is potentially malintegrative; new knowledge must be brought into the curriculum, and the new and old made coherent'. The institutional features in part reflect the larger society and teacher education institutions in particular contribute towards change.

The Gurukul system (Shukla, S. 1963) was a place in which pupil lived with the teacher and was educated not only into the formal learning of the texts and the ideas he studied but also into the specified modes of behaving, dealing with elders, equals that carried the essentially teacher dominated character of schooling into more spheres of pupils' life.
Mukherjee, S.N., (1968) reported, ‘teacher was chosen on the basis of the knowledge he had gained and was able to communicate. He was to be a Gianni, a scholar well-versed in scriptures or skilful in their exposition; one whose knowledge had been integrated with his total experiences, one who had high moral qualities and deep spiritual experiences.

Rudolph, L.I and Rudolph, S.H. (1967) feel that it is necessary to be sensitive to the complexity of factors and processes that link education with other social institutions. Formal education is the means by which values and attitudes commensurate with modernisation and is internalised (Singh Yogendra, 1973).

Pierre, Amador, (1979) observed, “continuity of traditions, which never fossilized helped India to be where it was today... the truth remained that they were there, spurring India from one step to another with a certain degree of self-confidence”.

Anand, C.L. (1983) states, ‘the concept of teacher education should be broad enough to inspire the students to a value system required to sustain a modern and progressive society’.

Sheshadri, C. (1983) states that the aim of philosophical traditions was not only to unravel the mystery of life but also to discover a way out of its misery. ‘It was prayojana (practical utility) of philosophy in helping man to understand the values and ideals of life and live in accordance with them, that constitutes the essence of Indian philosophical tradition’. The belief of Raja Ram Mohan Roy and Swami Vivekananda on the Indian tradition provided a solid foundation for the structure and declared that any attempt to reform Indian society would not go far if it made a radical departure from its traditions.

The importance of values was accepted in National Educational Policy (1986), ‘India’s political and social life is passing through a phase which poses danger or erosion of long accepted values’. It emphasised that children should be imbued with a strong commitment to humane values and social justice. The policy further states, ‘the
growing concern over erosion of values and an increasing cynicism in society has brought to focus on the need for readjustment in curriculum in order to make education a forceful tool for cultivation of social and moral values.

For Vygotsky, L.S. (1987) "education implies not only development of the individual potential but also the historical expression and growth of human culture from which man springs...higher psychological processes develop in children through enculturation into the practices of society, through the acquisition of society’s technology, its signs and tools”.

Dube S.C., (1988) observed that modern education generates complex and contradictory social processes. Sharma, A.K. (1988) observed, ‘philosophy of education will have functional value only when its concern emerges from the events and problems that are experienced here and now’. He observed, ‘there are philosophical insights to be gained about the relationship of education itself with other spheres of human activity’.

Raza Moonis, (1990) observed, ‘most potent of the contradictory pulls regulating the trend of educational development are those exerted by tradition and modernity. The contradiction is resolved by the modernization of tradition itself through a simultaneous process of rejection of the moribund, dead and the obsolete in tradition and of the assimilation of the live, vital and relevant elements into the modern. The modern does not generate in a vacuum, it grows in the womb of tradition. It does not replace it; it transforms it. The modern is modernized in tradition, a new wave in the ocean of time”.

Deshpande, V.N. (1994) and Jamkar, S.B. (1994) emphasised upon the character of the teacher as crucial in today’s social context and considered formation of character and moral values as main aim of education. S. Deshpande (1994) probed into Radhakrishnan’s educational philosophy and concluded that his educational philosophy is relevant even today. Radhakrishnan’s suggestion for a synthesis of intrinsic and instrumental values and insistence on national culture and heritage carry significant relevance in modern times too.
Various researches have shown that much of the learning results in a socio-cultural context. Cobb, P. (1994) argues that, ‘knowledge is both an individually constructed activity and a communal social practice’. It is for this reason that Morris, P. (1994) and Atwar M., (1996) attach much importance to generation of meanings during social interactions. Singh Yogendra, (1998) observed, “The solution to the crises of modernity lies in recognising the dual character of our cultural and existential moorings”.

Bhattacharjee, D.K. (1999) observed, ‘In ancient India great educators/acharyas/gurus had emphasized those skills which holds, protects, and touches the roots of life’.

It may be noted that teacher-dominated concept of schooling continues even today, but without the constructive schooling connecting other aspects of social behaviour like respect for elders, equals etc. Thus, though the older concept remains true in the form of teacher-dominated classes, the positive role of schooling in constructive values seems to be left out.

Rajput (1999) emphasises on inculcation and maintaining a sense of being an Indian, a thorough understanding of the growth of Indian civilization and contributions of India to world civilizations in thoughts, actions and deeds’. He further stresses, ‘more verve and vigour have to be added to value inculcation and value development’. It is necessary that traditional values need to be interpreted in the modern context.

S. Dinesh, (1999) recommended that education must provide a climate for nurture of values, both as a personalised set of values forming one's character and including necessary social, cultural, and national values, so as to have a context and meaning for actions and decisions and in order to enable the persons to act with conviction and commitment.

Bhattacharjee, D.K. (1999) observed that Indian cultural tradition had highlighted action skills or Karma for self-development, survival/prosperity and spiritual attainment and teacher is the Guru who awakens consciousness or gives
direction. He further recommended the curriculum should emphasize the social and cultural learning...the social and cultural learning needs to be integrated to cognitive learning.

This flow of beliefs of teachers is crucial in orienting school education with essential values. The sensitivity of teachers to their own convictions will extend towards preserving and harmonising the rich cultural heritage.

SOCIAL NORMS

There are situations in the educational life of the teachers, when personal beliefs in social norms decide the chosen approach to classroom behaviours. These modes of behaviour when applied to classroom relationships can contribute in reducing the social inertia of the teacher.

Shukla, S. (1963) states that teaching in pre-modern India was based on acceptance of teacher's authority not only in discipline but also in intellect. Clark, B.R. (1964) observed, “All social systems contain occasions for learning and participate to some degree in transmitting culture and in socializing the individual. Some webs of human relations are designed to instruct: they raise instruction to purpose; they possess roles of teacher and learner...the path of social mobility runs through school”.

Aspy and Hadlock (1967) found that students of teacher who functioned at highest levels of interpersonal skills demonstrated higher levels of academic achievement. Aspy, D.N. (1969) found a positive relationship between teachers' interpersonal skills and student academic achievement. The works of Schmuck, R.A. (1968), Carkhuff, R.R. (1969), Schermer, V.L. (1970), Gaxda (1971), Blakeman and Emener (1971), Hefele, T.J. (1971), and Berenson, D.H. (1971) have demonstrated that systematic training in human relations improves both relationships and competence of classroom teachers with their students. Aspy and Roebuck (1972) reported a positive significant relationship between teachers' interpersonal skills and students' level of cognitive functioning.
The importance of situational factors in learning and teaching and the importance of defining and studying the interrelationships among significant aspects of the situation, the teacher and pupil behaviour must be considered in relation to important aspects of the situation. Gould Ronald, (1972) concluded that teaching is a profession that performs a definite social service.

Anand, C.L. (1983) states that the personal touch between the teacher and the pupil in ancient Indian system made education relevant, fruitful, and beneficial to life. Ruhela, S.P. (1983) observes the teacher-pupil relationship was uniquely based on great ideals and precedents.

The ignorance of co-operation in the educational system is reflected in the children, majority of whom aspire for recognition, better ranks and employment, and this leads to fierce competition. Atkins, David, (1981) attacked the values of the American society and compelled parents and educators to take notice of the consequences on children of fast-paced, technocratic, materialistic and highly competitive society.

Srivastava, S. (1986) reported teacher’s strong and good character, sincerity towards work, recognition and appreciation of good work, healthy and open environment in school and teacher’s mental health as major factors conducive to professional honesty.

Singh, R.R. (1991) in a UNESCO report brought the relationship between the teachers and taught in the following words, ‘in the perfection of the teaching process, the teacher and the learner are partners, enquiring and exploring together. This is the relationship, which in some of the Asian traditions is symbolised by the word ‘guru’. Aristotle referred to it as moral type of friendship and St. Thomas Aquinas called this kind of teaching an act of love and mercy’.

Batra, Sunil (1997) reports, ‘the pressure to succeed and achieve and the need to remain in the forefront has pushed thousands of children to the brink, sacrificing their natural inclinations to learn and their inherent creativity’.
The answers to these problems lie in taking a feedback on what children want, in listening and responding to children’s basic needs to learn in a positive framework. The general picture is that of increased levels of student participation and higher levels of student thinking when teacher behaviours were categorised as indirect, offering high levels of facilitative conditions to students.

TEACHER

Teacher is the primary influence in an educational set-up and the quality of school education depends on the quality of the teacher. The individuality of the teacher and its related parameters communicate certain beliefs and attitudes that children imbibe and observe. The distinct identity of a teacher shapes the level of confidence that he/she may command from students.

Ryans D.G., (1960) stresses that qualities of a good teacher are not absolute but are interacting traits varying in their merit and dependent upon educational philosophies, pupil characteristics, course level content and other factors.

The teacher was expected to not only to impart information and skills, but also lead and guide his students to “Supreme Knowledge”. Hence the qualities lay down for teachers were very high. The Pratisakhya of the Rig Veda states that the teacher himself should have passed through the recognized curriculum and have fulfilled all the duties of a bramacharin before he is allowed to become a teacher. The Mundakopanishad states that the teacher should come from a family of scholars. (Mukherjee S.N., 1968).

Jones (1956) found that effective teachers were more intelligent. Young M, (1971) observed that reality including educational reality is constructed through social interaction. Lomax D, (1972) concluded that, it seemed probable that personality of the teacher is a significant variable in the classroom and the personal qualities of the teacher have always merited attention. Although there has always been strong support for the view that the real determinants of success in teaching are qualities of personality, character and temperament, it may be fallacious to talk of the teaching personality as something distinct and consistent.

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Joseph (1975), and Patalana (1978), recorded that effective teachers were found to be more intelligent, besides the knowledge of subject matter and teaching skills. Reddy B.P., (1978) found that teachers with positive attitudes help the students to solve their own problems, motivate them and praise them for their work. An effective teacher apart from being genuinely interested in the cause of children must be intelligent. Samuels (1980) concluded that intelligent teachers were more effective, apart from their knowledge of subject matter.

Valand J.B., (1983) reported that components of the innovative proneness scale significantly correlated with teacher’s academic and professional qualifications as well as professional satisfaction. Review Report (1990) on NPE 1986 observed, ‘Teacher accountability, competence and innovativeness are insisted upon, and teachers should possess in them the vital personality traits of motivation and concern’.

Teachers’ responsibility in molding the character and minds of the new generation cannot be underestimated. UNESCO report (1991) observes, ‘the stakes are high and the moral values formed in childhood and throughout life become of particular importance’. One of the main functions of teacher education must therefore be to equip teachers with the ethical, intellectual, and emotional wherewithal to develop the same range of qualities in their pupils, as society demands.

Creemers B.P.M., (1994), Slaven (1996), Reynolds (1994) cited clarity of presentation; good management of the learning environment; a restricted range of goals, appropriate structuring of curriculum content; and good questioning skills as important factors for teacher effectiveness. Corroborating this Ujjawalrani M.V., and Kumari (1994) reported that children preferred teachers who were loving and caring and provided general knowledge along with teaching’. Glasersfield (1993), Ernest (1993), Driver (1995) and Darling Hammond, (1995) concluded that the teacher is a significant agent in causing learning and intellectual development of the learner.

NCTE document (1998) states, ‘the important theme that informs the ‘shaping oneself’ dimension of the teachers’ practice is the communicating of educational priorities through personal action and example’. Bhattacharjee, D.K. (1999) stated, ‘Indian cultural tradition believes that the potentialities/abilities are hidden in the
child and the duty of the teacher is to identify, awaken and nurture it'. Character building was considered, as an important objective of education and moral training is essential for character.

The most important theme communicated by the teachers is the concept of active shaping - determining the context in which the school is located and schooling takes place, shaping schooling practices in accordance with particular conceptions of education that the teachers hold, and very importantly, shaping oneself into a better teacher.

CURRICULUM TRANSACTION

Swami Vivekananda and Sri Aurobindo maintained that, “the first principle of teaching is that nothing can be taught” (Teacher Education in Emerging Indian Society, 1983). The emphasis here shifts from routine teaching learning to creative thinking and problem solving. The teaching in classes must be an enriching experience that gears the students for natural enquiry innovativeness in the classroom setting. Such curriculum transaction lays stress on innovative instructional techniques and combining these to stimulate creative capabilities of students.

The knowledge a teacher needs will be extended to the knowledge a teacher needs for effective teaching in specific situations. Importance needs to be given to those areas of knowledge that contribute to analysis of behaviour – as it relates to student and teacher responses. Teacher needs to reflect on the kind of concepts that encourage independent thinking among students.

The feeling of contentment when working in the chosen profession, especially pertaining to the teacher assumes importance in the light of the responsible nature of job. The work done becomes effective when pleasure is derived from doing what one most likes. However, the growing unemployment gives rise to situations when jobs are taken up as per availability, and the aptitude and interest factors are relegated to the background. Such situations are common in the teaching profession, and the quality of teaching is at times associated with a lack of job-satisfaction, that may be due to factors not under their control.
Kaur, I.P. (1960) reported general dissatisfaction of teachers with their work for one reason or the other. Plessas (1971) said, "Where needs and aspirations remain unrealised, the motivation slackens." Stiles, L.J. (1973) states the need of the teacher to know about the procedures for stimulating student self-direction and self-analysis, which are so vital to individualized learning as well as reflective enquiry. Teachers need the knowledge that will help them to understand the forces and roles that shape their effective influence on students. Lavingia (1974) revealed that the efficient performance at a job is positively correlated with the degree of satisfaction in the job.

Interesting teaching also depends largely on the kind of educational tools made available in classroom, and their judicious use by the teachers. Holmes (1982) Stated, 'computers provide additional drill and practice that cannot be provided by the teacher; it permits the learners to spend more time on instructional tasks'. Similarly Spencer et al. (1982) reported, 'children are highly enthusiastic about working with computers and academic motivation usually improves'. Studies by Mohanty P.C., (1988), Antonysawmy (1989) found that audio-visual aids are important factors in effective teaching.

Indirect influence of the teacher and experienced based teaching are significant in fostering creativity in the classroom. Mehta Neelam, (1990) concluded that an acceptable theoretical construct is possible only when education is based on pedagogy that makes ‘experience’ the starting point. Velmani, N. (1990) reported that, ‘indirect influence patterns of the teacher, classroom behaviour influenced pupils creativity better while direct influence patterns caused lower pupil creativity’.

Mehta, Neelam, (1990) concluded that the base of educational pedagogy must be ‘experience’ as the starting point. This suggests that teacher must let the students construe their theories based on first hand experience. Similar study by Velmani, N. (1990) concluded that indirect influence patterns of the teachers’ classroom behavior influenced pupils’ creativity better.

(1991), Jeymani (1991), and Rose (1992) found computers to be an effective medium for classroom teaching.

The effect of modern communication technologies however has negative as well as positive fallouts. Considering the moral angle, Kothari, Saroj and Choudhary, and Manju (1995) found that impact of television programs was more negative than positive. Shah Beena, (1995) found a positive relationship between effective teaching and attitude towards children. Avatar and Amrit (1997) found that television viewing by children influenced their perceptions on independence.

Sen Gupta, M. (1998) quotes Einstein, “it is nothing short of a miracle that modern methods of instruction have not yet strangled the holy curiosity of inquiry". Aggarwal I.P., (1999) observed that instruction in school during budding years of young ones should help them to become responsible Indian citizens, who cherish Indian values throughout the life and contribute effectively towards the growth of Indian society. Maheshwari (2002) stressed on the importance of teacher’s competence in computers for accessing educational resources, and integrating them in the teaching learning process.

Srivastava S., (1986) reported the following as major factors of job-dissatisfaction; inadequate salary, lack of physical facilities (space equipment etc.), problems in getting arrears etc. Singh, S.K. (1988) found a positive relationship between teaching efficiency, job-satisfaction, and socio-economic status. Bhasin, C. (1988) found a positive correlation between attitude towards teaching and teaching efficiency. J.S. (1989) concluded that teaching effectiveness was significantly correlated with values and job-satisfaction.

Gonsalves (1989) studied job-satisfaction of primary teachers and concluded that transfer to remote places, assignment of tasks such as family planning, survey, preparation of electoral roles, lack of audio-visual aids, lack of reference books etc. hampered their work. Das, R.P. (1989) reported that the workload of primary teachers was heavy. The teachers perceived that they are neglected by the society. Ray, S. (1992) concluded that mental health of teachers was positively correlated with job-
satisfaction and attitude towards pupils. Shah Beena, (1995) stated that a teacher would be effective only when he/she has job-satisfaction.

CONCLUSION

Socio-cultural perceptions should be interpreted with as much understanding of institutional context as possible. These correlates can be identified in the institutional context characterized by considerable commitment and disposition of teacher education institutes to the positive aspects of these socio-cultural dimensions.

Raza Moonis, (1990) said, ‘the most potent of the extraordinary pulls regulating the trend of educational development are those exerted by the tradition and modernity. The contradiction is resolved by the modernization of the tradition itself through a simultaneous process of rejection of the moribund, the dead and the obsolete in tradition and of the assimilation of its live, vital and relevant elements into the modern. The modern does not generate in a vacuum. It grows in the womb of tradition. It does not replace it; it transforms it. The modern is modernized tradition, a new wave in the ocean of time’.

Report on Learning: The Treasure Within (UNESCO, 1991) appropriately defined the role of teachers in these words: ‘The new challenges facing education to contribute to development, to help people to understand and to some extent come to terms with the phenomenon of globalization, and to foster social cohesion – must be met from primary and secondary schools onwards’.

Curricular Framework (NCTE 1998) states, ‘three elements, the self, educational practice, and the socio-economic and cultural context, cannot be compartmentalized. From the point of view of attaining educational goals, the consonance that is achieved among the actions on the three elements is perhaps more important than focusing on only one or two of the elements.

Joshi M.M., (2001) stated, “the role of the teacher consequentially becomes more crucial in the current day context. In their impressionable and sensitive years the role models for young learners are their teachers whom they instinctively place ahead of even their parents. It is here that the righteous conduct and role model factor can really make the teachers play a very critical role”.

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This section is an attempt to put together core concepts and central experiences throughout the elementary teacher education programs around the given dimensions, in order that student teachers might be oriented towards the above-cited dispositional patterns of thinking and acting. The discerning dominant conception of teaching in teacher education institutes ought to transform itself into a more humanistic and value oriented program, inquiring and reflective in posture. Careful investigation of alternative approaches to teacher education can help in providing the needed socio-cultural base for the identification of effective practices in the preparation of teacher education.

SOCIO-CULTURAL DIMENSIONS – A REVIEW

The section presents various research studies on the ancient Indian traditions in education. In Gurukul system of education, the pupils venerated and served their teachers, treating them almost at par with God. Constant and intimate association between them was vital to education. Although this system is not relevant today, yet some of its features can be considered meaningful, while planning teacher education curriculum.

The following factors that emerged as closely related to teacher education are:

♦ Fundamental philosophy examines some basic convictions that are central to any individual. These principles have a functional value, since they are concerned with education and directly link educational structure with society

♦ The situational factors in teaching learning and the interrelationships between the teacher and pupil are interrelated.

♦ Education is an effective means for social reconstruction, and teacher education plays a major role in this process. Amongst various other responsibilities, transmission of cultural heritage and its continuous enrichment becomes integral to teacher education program.
❖ The most important theme communicated by the teachers is the concept of active shaping - determining various contexts in which the school is located and schooling takes place.
❖ Teachers need the knowledge that would help them to understand the forces that shape their effective influence on students.
❖ Socio-cultural perceptions should be interpreted with as much understanding of institutional context as possible.

Thus, school is the second most important place after home for the inculcation of socio-cultural values and the teachers are the transmitters. However, the role of the teacher will have to be shaped in light of the changing demands of the school. It will be as an agent of social change, and reformer of the society, exploiting the new knowledge to the best advantage for the social purposes of education.

There is a great deal of difference in conceptualizing the ideals and making them operational. Studies by researchers and educationists on socio-cultural dimensions are on one end of the spectrum and the reality of teacher education on the other. Numerous criticisms about the teacher education curricula have proved that the existing scene is far from satisfactory. In recent years, the whole edifice of quality school education has crumbled with the deterioration of teaching, teachers and teacher education.

ELEMENTARY SCHOOLS

The elementary schooling in India covers classes 1 to 8. This category comprises of primary schools having classes one to five and middle or upper primary schools having classes’ six to eight. Elementary stage is crucial, considering the gradual transition of the child’s progression from concrete operational learning stage to abstract reasoning one. The elementary schooling should be able to provide a continuum of learning experiences corresponding with the development of thought processes of young children.
World Conference on education for all (WCEFA, Inter-Agency, 1994) coined the term basic education for elementary schooling and stated, 'basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries build, systematically, further levels and types of education and training'.

The following section presents the basic components that are vital to the efficient functioning of an elementary school. These components are given under various sub-heads. In order to focus on the prevalent conditions of these components relevant research studies have also been quoted alongside.

The approach is therefore to attempt at qualitative presentation of basic components of an elementary school, and substantiating them by carefully selected studies.

**BACKGROUND SURVEY**

Teacher is the single most crucial factor that can make or mar school experience of the child. Every child needs and deserves dedicated and outstanding teachers; they are integral to children’s intellectual and social development. Although teacher quality is a complex phenomenon, yet general background may be considered as one of the many elements defining school quality.

Traditionally teaching job enjoyed a considerably high level of prestige as only dedicated teachers and selected individuals joined this profession. The teachers were usually held in high esteem by the society. However, with the changing socio-economic scenario and increasing unemployment, the value of teachers and their professional concerns associated with the job have undergone a change. The economic condition of teachers also varies and their stresses often spill over from work to the family setting and vice versa. Under these conditions, the participation of teachers in the educational process is often rated to be below the optimum level of functioning.
Teaching Efficiency, Educational Qualification and Teaching Experience

Teaching efficiency, educational qualification and teaching experience are some of the factors that are important in the professional output of teachers. Positive association between teaching efficiency and teaching experience was reported in studies by Knight (1922), Ryans (1951), Johnson (1958), and Saxena (1968). Studies by Jayamma (1962), Sharma (1971), Debnath (1971), and Jangira (1972) obtained significant and positive relationship between success in teaching and educational qualification. Thus it may be said that the higher the academic career of a teacher, the greater the chances of being an effective teacher.


Education Level of Parents, and Quality of School Education

The education level of parents and the type of clientele that the teacher encounters in schools is another component that affects the quality of school education as upon it depends the level of efforts made by the teacher.

Mandal and Surtadhar (1983) reported that contribution of father's educational background was important. Sticht (1988) found the educational level of mothers important for child’s education. Gupta (1994) found that education level of father was important for the child. Jangira and Yadav (1994) found that the quality of primary education in the country is low.
Singh and Varma (1995) found that rural students were significantly less intelligent and academically less aspirants than the urban students. Chikkara, Sudha and Kumari (1996) concluded that home environment played a significant role in the cognitive development and there existed a significant correlation between cognitive development and home environment.

Vijaya (1997) concluded that children belonging to more educated group had higher academic motivation as compared to children having lower academic level parents. Aggarwal, T. (1998) considered father's educational background as important for children. Desai, J.K. (1998) found rural schools backward, and some students could not even write their names.

While there are many factors like personality, achievement motivation, self-concept, study habits etc. that contribute to the scholastic achievements, the role of academic status of students' family can be considered significant.

Irrespective of the complexity of the interrelatedness of scholastic achievement of students to various factors, the teacher should be equipped with stratagem that can handle such circumstances. This entails that the teacher must be able to provide quality education and tackle the children irrespective of handicaps like illiterate parents, low socio-economic status etc.

**Teachers’ attitude, Job satisfaction and School education**

Reed (1953) found job-attitude positively correlated with teacher effectiveness. Kaur, I.P. (1960) reported large classes, handling seriously maladjusted children, teaching dull children, inadequate equipment in schools, teaching workload, inadequate training and preparation for work as main problems responsible for teachers’ dissatisfaction with their work. Hall (1965) reported a positive correlation between attitude towards children and teacher effectiveness.

Atreya (1989) concluded that teaching effectiveness was significantly correlated with values and job satisfaction. Reddy (1989) found that over qualified primary school teachers had low job satisfaction while teachers younger in age had higher level of job satisfaction, which had positive correlation with attitude towards teaching and job involvement. Rama Mohan, (1992) found that favourable attitude towards teaching and efficiency of teaching corresponded with higher job satisfaction. Similarly, Ray (1992) concluded that mental health of teachers was positively correlated with job-satisfaction and attitude towards pupils. This naturally implies that a satisfied teacher would have more job involvement.

Rawat (1993) concluded that experienced teachers compromise with the working conditions, and become more adjusted to handle different problems properly, while fresh appointees are more enthusiastic and sensitive that make them prone to anxiety and stress effecting teaching adversely.

Beena Shah (1995) reported a positive co-relation between job-attitude and teacher effectiveness. Caroline Dyer (1996) reported that in a study conducted by DPEP on primary teachers in Gujarat, out of all the teachers working in ten primary schools only one had wanted to be a teacher. All others had been attracted by the ready availability of the job, the need for secure income and the possibility of working in their native place.

The relationship between the school and the community has important ramifications and the realization of this vital link can motivate teachers in taking their job with more sincerity and concern. The elementary teachers need to be taught during their professional education that, ever-changing educational needs of the community and the school are a challenge to which they are required to respond actively, boldly and courageously.
Elementary stage of schooling is apparently the weakest link in the educational structure. Despite pledges by various government policies, the status has not in reality improved. During one of the interactive sessions with in-service elementary schools, it was revealed that primary and elementary school teachers have the worst of deals, especially those serving in the rural areas. Among various problems they encountered were, single-teacher schools, involving teachers for jobs other than teaching, and no recognition of good work done.

INFRASTRUCTURE

Adequate infrastructure contributes to a conducive learning environment in the schools and has a salutary effect on the learner. Moreover, it makes teaching learning interesting, captivates the interest of the learner, especially in the rural areas, and contributes to retention of children in school. In fact, teacher’s work environment is the final aspect to understanding teacher quality. It implies focusing on what happens to teachers once they enter the work force, including if they receive support from the schools in which they work. One aspect of this support is in providing basic learning aids and infrastructure to facilitate their task.

Although teachers are the primary influence on the quality of school education, it cannot be disputed that the working conditions of teachers also regulate the level of input. Darling Hammond (1988) concluded that the increasingly bureaucratic and regulated conditions of schools make unabridged professionalism virtually impossible.

TEACHERS AND AUDIO-VISUAL AIDS

Teaching aids have a favorable impact on school education by increasing the attractive and retentive power of school. Learning at the elementary stage involves young children, and their natural curiosity needs to be capitalized by incorporating concrete and communicative methods. Teachers can achieve this by frequently using audiovisual aids to enhance the interest of the learners in subjects being taught. Moreover, audio-visual aids help to clarify and tackle learning problems especially
during elementary stage. Besides promoting understanding of topics, they make the teaching learning interaction fascinating and meaningful.

To link the powerful concepts of science to the growing minds of children through active experimental pedagogy, requires schools to have basic infrastructure. Einstein (Quoted by Holten and Roller, 1958) observed, ‘The object of all science is to coordinate our experiences and bring them into a logical thinking’. Lansdown et. al., (1971) reported that the science teaching in the schools is not at all sciencing to the children. Majority of them had to unwillingly listen to the history of sciences and rhetoric of conclusions.

Barua (1971) reported lack of teaching aids as contributing to failure of pupils. Das, R.C. (1974) reported a significant relationship between efficiency in education and physical facilities.

Sixth Five Year Plan of Gujarat State Policy (1978) reported the need to eliminate single teacher schools because they weaken the elementary education system.

Vaidya (1988) stressed the importance of teaching science in practical situations, ‘Children become lively in this environment because their basic needs are met; Need to know, Need to inquire, Need to relate, Need to test their ideas, and finally Need to be creative. Rural children also become the major beneficiaries, for the abstract modern curricula may be lost on them’.

Javlekar (1988) found that participatory museum displays convey scientific concepts more effectively than other methods. Program of Action (1992) recommended, ‘School museum corners largely with collection of students themselves in the form of stones, feathers, leaves etc. will be set up’.

Educational Technology Cell, Meghalaya (1988) survey revealed that only 26% of schools had proper teaching aids. Mohanty (1988) reported the effectiveness of audio-visual aids in school. Antonysamy (1989) and Sharma N.K., (1990) reported school effectiveness when audio-visual aids were used.

Ghosh S., (1992), Jaiswal (1992) and Kapadia A.M., (1992) have shown the effectiveness of audio-visual aids in schools. Children exposed to various aids like charts, video, Television and Radio, understood the concepts better, and had higher scholastic attainment, than the group not exposed to such aids. Sharma found that the use of blackboard in classroom teaching was very effective because of its use for display and as physical extension of the mind. Ghosh S., (1992) in fact pointed out conspicuous neglect in the training of teachers in script writing and utilising school broadcasts.

True sciencing by the children, necessitates engaging themselves in the processes of the sciences for the construction of scientific realities, i.e. its substantive domains (American Association for the Advancement of Science, 1993). This points to the need of active participation of teachers and students in conducting experiments and learning through activities and aids.

Television as an educational tool has its own advantages and drawbacks. Avatar and Amrit (1997) found that the duration of TV viewing by children influenced their perceptions about independence, cheerfulness, tidiness, bravery, self-confidence, friendship, leadership and wisdom.

Malik U., (1999) observed, ‘teachers should be able to give up didactic classroom teaching and facilitate children’s learning in a participatory, decentralised and multiple-choice world. Singh, S.K. (2000) found that teachers did not use teaching aids despite being provided.

SPORTS, HEALTH EDUCATION, PROVISION OF DRINKING WATER AND TOILETS, ETC.
IN SCHOOLS

Physical and health education, and sports form an integral part of educational process as they contribute to the all-round development of the human personality, especially in nurturing health, strength and fitness of the body. Sharma, H.C. (1982)
reported that school environment and facilities for games also contributed to retention. State Institute of Education, U.P. (1986) reported unattractive environment of school, indifference of teachers and lack of physical facilities like water, sanitation etc. are some causes of dropouts.

Potdar, R. (1989) reported that elementary school teachers had inadequate knowledge of health education, and management of a school health programme was not included in the pre-service education of teachers, and teachers were not able to integrate the health education topics with other school subjects. Tiwari, R.H. (1989) reported the importance of sports in education since ancient times and concluded that ancient Indians practised yoga, recreation, and sports to achieve needed skills as well as to maintain good health. Dhanasekaran (1990) reported low awareness of health promotion measures in primary and middle school teachers.

Dewal O. Singh, (1992) concluded that provision of physical education programmes and coaching facilities has a positive effect on the sports achievement of schools. Akram K., (1992) called for a reorienting of the objectives of physical education and highlight the importance of physical education in tune with the changing physical and psychological conditions of pupils.

LIBRARIES

The status of libraries in schools is not satisfactory. Kabul C.L., (1990) found the school libraries generally functioning in a single room accommodation, blocking proper stacking of books and display of journals, magazines etc. The other infrastructure facilities found lacking included catalogue cabinets, dictionary stands, and bookracks and working tables in addition to the absence of professionally qualified librarians and poor budgetary allocations. Mathew, R.M. (1990) reported inadequate library facilities as well as unsatisfactory publication holdings. Moreover, it was also noticed that the library resources were not fully utilised.

INFRASTRUCTURE AND QUALITY OF SCHOOL EDUCATION

The physical aspect of the learning environment leaves much to be desired in India. The infrastructure facilities are woefully inadequate in our primary and middle schools. The access to elementary education is deteriorating in terms of infrastructure
and therefore the quality of education. Buch and Sudame (1990) reported that large number of schools faced shortage of space; many of them were located in unhealthy surroundings, prone to heavy traffic and noise pollution and frequented by anti-social elements; many schools did not have their own buildings and operated from rented ones; while some of them lacked toilet facilities, libraries and laboratories. Importance of infrastructure as a support system for quality education cannot be undervalued. That a favourable learning environment would have a beneficial effect on the learner cannot be disputed.

Dave (1991) observed, ‘More often than not the school delivers a truncated curriculum, overemphasising the attainment of so-called core academic subjects i.e. language, mathematics, science, and social science. It is a paradox that, work experience, art, music, dance and physical education are called extra-curricular activities. Such an approach reduces the importance of affective and psychomotor aspects, consequently undermining the very growth and development of the child’s total personality’.

Govinda and Varghese (1991) concluded that the level of infrastructure facilities provided in the schools played an important role in improving the teaching learning environment and consequently the learners’ achievement level as well as overall school quality. Sarma H.N., Dutta B., and Sarma D., (1991) concluded that lack of physical facilities at school was a major problem.

Emphasising on the ‘affective domain’ (Education for effective development, UNESCO Report, 1992) focuses on the need to understand the essence of this domain, because children are failing to cope with the demands of and stresses of the rapidly changing modern world. Moreover, over the years the school curricula have become excessively and aridly academic at the expense of social, moral and personal values.

It may be, inferred that the situation regarding access to primary education has been deteriorating. In fact, access to school education becomes better as the stage of education increases. The 6th All India Educational Survey (1998) estimated that of the total children enrolled in class 1 in the country 45.37 percent drop out between classes’ 1st to 5th and 29.10 percent dropout between classes 5th to 9th. The low enrolment of 23.03 percent in class 10th implies that of the total children enrolled in
schools; about 75 percent discontinue their studies after class 10th due to various reasons, which include lack of interest in education. It stated that the greater the contextuality and relevance of education to the family, the higher the chances of retention of the child in school.

Muthayam, S. (1999) observed that even in the most effective classroom in India, children did not have access to learning based activity materials. The Tribune (1999) reported, ‘3000 schools are housed in dilapidated buildings or are without roof. Barely 20 percent have basic civic amenities- toilets and drinking water –are just not there, no seating arrangements for 90 percent of children; teaching aids are unheard of; 48 percent dropout rate in age group 6-14 bracket. Schools are mere detention centers where teacher truancy is high’. Sreelatha S., (2000) reported that introducing lessons in science through stories induces interest in students and brings about effective learning. Singh, Hukum (2002) reported that computers could raise students’ achievement and even improve a school climate.

CURRICULUM TRANSACTION

Curriculum transaction refers to the classroom interaction techniques used by the teacher while encountering various classroom situations. To be concerned with teaching strategies is to focus on the acts performed by the teacher and the expected activities of the learners in classroom situations. This involves transaction of curriculum intended to transform the learner towards a more advanced state of knowledge. It is now being increasingly realized that teaching processes form the core of the educational processes.

The main curriculum objective is to help the total development of the child. The school should be able to deliver the total curriculum that enables a child to develop all the faculties and potential in all aspects of life. The mode of classroom interaction, the social milieu, and the physical environment of the institution play an important role in the healthy regulation of the teaching process.

Some of the dimensions of curriculum transaction involve strategies such as; special arrangements made for repeating and talented children; support techniques
like internal tests, assignments, returning notebooks, recapitulation, audio-visual models, black-board writing; and teaching techniques like lecture, exams, punishment, recognition of merit. Other aspects contributing to the child’s development like dance, music, and art are fundamental in development of children’s non-cognitive areas. Further, the growing concern with child psychology at elementary level highlights the importance of the school counsellor. Moreover, apart from the academics, it is the teacher’s concern to tackle the behavioural problems of children encountered during the classroom interactions.

However, the present trend as can be seen from the studies given below, of such a comprehensive development of the child has been completely neglected. The actual teaching strategies that transpire in our elementary schools leave a lot to be desired.

Elementary schooling in India encounters multifarious problems. Teacher-directed, textbook-based learning dominates the school, with parrot-fashion rote learning and copy writing accompanied with inflexibility and rigid discipline measures that prove counterproductive to the vision of a well-developed school system educating children who are future citizens. Both ancient and modern educators like John Dewey in America and Rabindranath Tagore in India, laid great emphasis on aesthetic education according them a high place in the curriculum of school children. Mudaliar commission (1952-53) mentioned the need for introduction of subjects like literature, fine arts, music and dance in schools for education for inculcation of virtues like spirit of co-operation, humanity, discipline etc. National Education Commission (1964-66) recommended the study of art and culture to be included in the school curriculum.

Okay and Capie (1980) concluded that what the teacher does in his/her transactions with the learner make a difference to the rate and quality of desired learning. The form focus and role of the teacher in the teaching learning process have become more demanding than ever before. Teacher’s importance in the educational system was also reported by Tuxworth E.N, (1982).
Jantli R.T, (1988) found significant interaction effects of teacher behavior on pupil achievement. In a study, Singh H., (1989) revealed a significant relationship between attitude towards teaching and classroom verbal interaction of student teachers. Indirect influence, pupil talk, pupil initiation ratio are positively related to attitude towards teaching. Lecturing, criticizing, justifying, authority direct influence and restrictiveness are negatively correlated with attitude towards teaching.

Review Report on NPE 1986 (1990) listed the following lacunae in prevailing curriculum transaction in elementary education:

- Viewing the curriculum mostly in the cognitive domain and, there too, by and large in recalling facts at the time of examinations;
- Lacking in social and cultural in-puts from the community;
- Transaction mostly through lectures in a non-participative mode;
- Near-absence of activity based learning; and
- Discouraging exploration, inquiry, creativity and initiative on the part of students.

The report observed, “Burdened with the inspectorate system and suffering from a low social status, the teacher has more or less lost interest in his/her own profession. Since the teacher is the product of a poor school system and unfair examinations, he/she suffers from serious limitations in terms of knowledge, aptitude for learning and understanding of children”.

Ralte L, (1992) disclosed that expansion in enrolment was not matched by proportionate increase in the teacher population. Clarke and Fuller (1996) stated that Indian teachers perceive their task as illuminating the content of the ‘textbook’ to their students and helping them to memorise the ‘text’. This does not provide interactive learning environment for the children and therefore, they lack opportunities for constructing their thoughts.

Pachaury A.C, (1996, 1997, 1998, 1999) reported the failure of DPEP projects in nurturing cognitive growth of school entrants. He further found that schooling does not promote conceptual thinking by the children and schoolteachers do not decentre their thoughts. Delay in the development of the logical thought results due to non-interactive learning conditions of the classrooms faced by the children. Rabindranath Tagore (Quoted by Anjum Sibia, 1999) highlighted the barrenness of the school curricula and emphasised on aesthetic education of children.

**Teacher's Behaviour, Overcrowded Classes and Standardised Quality**

Comprehensive education implies that the classroom interaction would be able to cater to children with average or slow learning capacity, as well as those gifted with exceptional intellect. Practically it means that a slow learner requires more concrete experiences, practice and time to learn, while an intelligent one requires a more challenging learning task to sustain motivation.

Studies by Hart J.W., (1934), Lamke T.A, (1951), reported a positive relationship between attitude towards children and teacher effectiveness. Barua A.P., (1971) reported that rough and unsympathetic behavior of teachers, multiple class teaching, overcrowded classes, repeated failure and faulty admission policy as main causes of wastage. Popham W.J., (1971) attributed the failure in bringing desirable changes in students, to teacher education programs to train students in formulating instructional objectives and achieving them.

Warnock M., (1978) reported that one in five children experience learning difficulties at one time or the other in their educational career and have special needs. Desai K.G., (1985) reported that apathy of teachers to their duties in school was a major cause of learning disability among primary school children. Program of Education (1992) observed that teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by the teachers, as much through their personal experience as through teaching learning processes.
Ujjwalarani and Kumari, (1994) reported that children of age group 13 to 14 showed higher preference to the teachers who cared, loved them, and provided general knowledge along with teaching. Shah Beena, (1995) revealed a positive and significant association between teacher effectiveness and attitude towards children.

Sibia Anjum, (1999) observed, ‘teachers need to build a climate conducive to the role of the development positive self-concept in child and create a learning environment, which optimizes learning, sharing, reflection etc. This demands creating situations that are non-threatening, non-evaluative and are in according to the child’s inherent abilities and capacities’. Saha A. K., (2000) reported that positive social attitudes towards teaching profession act as incentive for better professional achievement.

NON-COGNITIVE DOMAIN AND SCHOOLS

Education must facilitate the personal growth of the learners. Besides providing cognitive skills, aspects of learning that provide resilience; self-confidence and sense of personal integrity must be catered to. The school must present an integrated system of education, where due weightage is given to all levels of human experience – physical, intellectual, emotional, moral, aesthetic and spiritual.

Kabir H., (1961) regarded education as essentially a process of drawing out what is implicit in the individual and to develop his latent potentialities till they become actualities. Rogers C.R., (1969) recommended client centred methods that highlighted the significance of feelings, which resulted in methods for the development of self-concept, value clarification and conflict resolution.

Sen A., (1988) observed, ‘in the system of formal education at the school level in India, poetry is taught as a means of moral instruction. While music is occasionally taught in school in the form of assembly prayer or school programs like the prize distribution or the birth anniversary of some dignitaries and visual art is taught in the form of imitative drawing of most uninteresting things’. Bhandarkar S., (1989) found that the existing curricular practices were suppressing highly creative students.
Mohite P., (1989) reported better understanding of lessons when teaching was done considering the individual needs of students. Panda P.K., (1990) showed a positive impact of teaching skills, extra reference material, and parental involvement on certain cognitive and non-cognitive traits of the learners. Seth I., (1990) in a feedback study found that few trained teachers gave time to community singing. Kulkarni P.S., (1991) indicated that children grew on cognitive and affective plane by more meaningful and joyful experiences through drama. Shree R., (1992) indicated the relevance of music for cultural processing.

Sibia Anjum., (1999) emphasised on the non-cognitive domains of education for children, as they are concerned with development of attitudes, motives, values and emotions, i.e., development of socio-effective states. The state of the non-cognitive education is not at all satisfactory. In most cases, the method of teaching is so dull that boys and girls lose interest very early and start disliking the lessons.

**EXAMINATIONS, AND HOMEWORK**

Educational measurement usually implies scores in the examinations, despite a distinct preference of the new term “assessment” (Jackson and Messick, 1968; Mcloughin and Lewis 1986). Education in our schools is dominated by examinations, which are detrimental for the development of talent, creativity, and innovation.

Biswa N.B., (1986) reported that questions set in the examinations were of knowledge type and ignored other aspects like analytical thinking, logical reasoning, etc. Studies by Perumal V., (1985) and Ramani M.V., (1989) reported assignment method in commerce and laboratory method in science to be most effective methodologies. Verma and Gupta (1990) showed that the academic stress among students was caused chiefly by the examination system, the burden of homework and the attitude of parents and teachers.

To regurgitate responses in order to ensure admissions and promotions seems to be the main aim of examination system, as it exists today (Sunil Batra, 1997). Batra (1997) while reporting on the increasing number of suicides amongst school children cited examination fear to be one of the main reasons.
Aggarwal I.P., (1999) observed, ‘our evaluation system is at crossroads; the entire teaching-learning process has become score-oriented and the fear of examination bothers every learner’. Subbaiah M.V., (2000) reported that teachers always tend to measure the performance using evaluation tools like tests and examinations as frequently as possible, neglecting the all-round development of children.

**SCHOOL COUNSELLOR**

Guidance though is a universal need, yet it is required most at the developmental stages of childhood that are formative and impressionable years having implications for future life. It should ideally operate within the framework of total educational experience, and must be an integral part and a tool of education that helps in achieving its goals and objectives of nurturing the human resource for the benefit of the society.

Dua P., (1990) found guidance to be an effective method for changing the academic self-concept, which in turn improved the academic achievement and consequently improved the school adjustment. However, the status of guidance in the elementary schools at present is dismal. Kaur S., (1991) revealed that guidance is not a regular feature in most of the schools. Bhatnagar A., (1992) concluded that guidance should ideally operate within the framework of the total educational experience.

**TEACHERS AND METHODS OF TEACHING**

The role of the teacher in the classroom is paramount as he/she helps the child to become self-actualized personality. This role becomes more challenging and demanding during the budding years of the child at elementary stage. Moreover, ever-growing world of knowledge has re-defined the role of the teacher as a facilitator of learning and implementing and maintaining innovations in the classrooms. It would not be wrong to say that teachers render the philosophy of change operational.
Gargiulo and Pigge (1973) listed student motivation, utilization of audio-visual equipment and maintaining order in the classroom, as teachers’ most needed competencies.

World Bank report (1990) on primary education highlighted the following, ‘Primary education has direct and positive effect ... investments in primary education yield returns that are typically well above the opportunity cost of capital’.

Gangopadhyay (1991) found lecture, explanation, questioning, and using the feedback as effective methods. Rath S., (1991) proved that individualized instructions contribute towards better comprehension. Bhattacharya S., (1991) reported that school ecology had a greater impact on pupil achievements than those related to home ecology. Yadav (1991) listed various reasons for children dropouts in elementary classes, chief among them are: heavy syllabi causing disinterest in children; illiteracy of parents; overcrowded classes; poor teacher-pupil relationship; punishment by teachers; lack of interest of teachers and non-receipt of progress reports.

Govinda and Varghese (1991) concluded that a high correlation existed between achievement and time spent on teaching learning; teaching practice like explanation of concepts with the frequent use of blackboard, motivating students by asking questions, regularity in the classroom, regularity in giving homework and revision of previous lessons by teachers, were positively related to pupil achievement.

Sarma (1992) reported that 50% of the trained teachers did not apply their training methodologies in class. The reasons offered were want of time, want of teaching aids, tight syllabus and training not applicable in the regular classroom situations. Large teacher-pupil ratio is on of the hindrances in effective teaching.

Study by Wang, Haertel, and Wallberg (1993) further supported the centrality of teacher’s role and the importance of targeting resources at the teaching context. In their review of research done on factors effecting school outcomes they concluded, “The action of parents, teachers and parents matter most to student learning; policies and program at the school, district, state and centre level have limited effect compared to the day-to-day efforts of the people who are most involved in students.”

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Studies by Burke and McCann (1993) found that the teaching methodologies by teachers were largely repetitive and uninteresting. Report on Special Needs Education (UNESCO 1994) pointed out that inclusive schools must recognise and respond to the diverse needs of their students accommodating both different styles and rates of learning, and ensuring quality education to all through appropriate curricula.


- An approach to pupil instruction that is over-authoritarian, teacher centered, mechanical, unduly repetitive, and over concentrated on recall of information;
- A teaching style which tends to treat pupils as passive imbibers of information rather than active problem solvers;
- Under-use and poor quality of teaching aids;
- Lack of effective class-management skills and appropriate teaching techniques to cater for individual pupil needs and differences;
- Failure to match teaching techniques to pupils’ learning styles;
- A preponderance of lower-order and under-use of higher order questions in teaching;
- An inability to construct appropriate teacher-made tests to assess pupil progress;
- Lack of subject subject-specific skills;
- Insufficient fluency in the language used for instruction.

Alexander R.J., (1995) observes, ‘The effective teacher is someone with a repertoire of diverse organizational strategies and teaching techniques, grounded in early articulated goals and secure knowledge of subject matter and pupils learning.’ He then selects from this pedagogical repertoire according to the unique practical needs and circumstances of his or her professional situation rather than dictates of educational fashion, ideology or habit.”
Subramaniam and Singh (1996) reported that teachers cited home environment, socio-economic status, physical facilities in the school, and extra work load on teachers, lack of interest, motivation and discipline, large size class, general promotion policy as responsible for the poor performance of children. Arora et al. (1999) found primary teachers to be deficient in content of knowledge.

The schools will continue to be considered inefficient if they do not respond to the educational needs of the communities as a whole. The schools cannot afford to ignore the educational needs of any segment of the child population. They have to be made effective for all children.

Broota and Mishra (1997) observe that childhood is the period with maximum potential for prevention of emotional and behavioural problems. The poor quality of school education is identified as one of the major reasons for high drop out rate with a little over one forth of students both in rural and urban areas citing “not interested” as reasons for discontinuing their education (Anita Katyal 1997).

Burke Andrew., (1999) stated that in effective teaching a good match exists between learning ability and learning task and pupil ability and appropriate grouping instructional strategies are used. The incentives utilised in effective teaching include high expectations, reward-based control and appropriate feedback.

Padhi (1999) concluded that the entire classroom transaction is built around the textbook. The teachers are rule bound, rigid and stereotyped. They forbid spontaneity and crush the joyful inquisitiveness and imaginary responses of young children. Such a text-bound and teacher-bound learning environment results in the development of a narrow range of abilities in the children.

It is evident that teachers typically conduct lessons through a lecture format, instruct the entire class as a unit and present knowledge as fact.

Pachaury A.C., (1999) observed that recitation of teacher presented ready-made knowledge had a tranquillising and ossifying effect on their curiosity. A
teacher’s role is not of a dispenser of ready-made knowledge but that of facilitator in that a learning environment is created for the child.

Aggarwal I.P., (1999) stated, ‘our classroom instruction suffers from the stigma that it is not challenging. Dynamic group discussions, and brain storming sessions together linked with hands on practical experiences are to be the natural in-built instructional strategy …our teacher’s training has to be groomed according to the need of the hour’.

SCHOOL EDUCATION – A REVIEW

In the previous section, some basic components of school education have been catalogued and substantiated with research studies. The schools in India are beset with problems that range from lack of adequate infrastructure, educational qualification and experience of teachers, teaching techniques, teacher attitude, job-satisfaction, overcrowded classes, examinations, home-work, non-cognitive domain, and teaching methodology find mention in the research studies and are closely related to teacher quality.

The main areas of concern that emerge after reviewing the research studies can be summarised as given below:

❖ The teacher and trainee’s educational qualifications, social background, age, job-satisfaction and mental attitude are some of the primary factors that combine with their training and result in the sum total of the teacher’s personality vis-a'-vis school climatic variables.
❖ Education level of students’ parents, among others is important in quality of school education.
❖ Proper infrastructure is conducive to better teaching learning and provides efficient work environment to the teachers.
❖ Learning through audio-visual aids facilitates comprehension and makes teaching learning interesting.
❖ Non-cognitive domain is crucial to comprehensive development of the child and must be emphasised during school education.
The school component is the workplace of the teachers and their functional efficiency provides the work environment. Teacher's work milieu is one aspect of teacher quality and is thus included in the study.

The essential components and the research studies on them seek to provide a profile of the teacher's work environment. This focus on school as one of the parameters of teacher quality provides a context for curricular inputs of teacher education. Since schools play an important role in shaping the teachers output levels, they emerge as one of the dimensions of teacher quality.

ELEMENTARY TEACHER EDUCATION

The purpose of this section is to examine and identify constituting features of elementary teacher education, as it is today. These components of teacher education at elementary level are fundamental for teacher education institutes in facilitating them to conduct the program of teacher education in a competent manner.

Our educational heritage considers teaching a noble profession, besides being an art and effective teaching is the outcome of being an effective teacher. This demands various roles to be played such as being a committed worker, helper, communicator, reflective person and an enthusiastic learner. For this the teacher must have professional commitment to the learner, society and the profession itself. Without overestimating the role of education in social transformation, if it is to play its limited part towards improving social mobility and widening choices, the quality of teachers has far-reaching social implications. This is directly related to the type of training they are subjected to.

The quality of teacher education has been criticized for its lacklustre performance. Various commissions have time and again mentioned the high priority that teacher education needs to provide consistent and reliable stream of teachers in order to improve the quality of school education. The quality of school education is the direct consequence of the quality of teachers and teacher education system. The
contemporary model of teacher education is overshadowed by severe criticism for being static, and unresponsive to the emerging challenges of the present time.

Singh S. Ram, (1963) observed, 'there is no intellectual activity that needs qualitative improvement to the same extent and degree as teacher education'. Adaval S.B., (1968) concluded, 'the quality of teachers is not up to the mark, at least in respect of the possession of general knowledge, intelligence, and aptitude for the profession'. The teacher stood out as the foremost factor and teacher-training program was found to be defective.

Commenting on the Educational institutions Ruhela S.P., (1983) stated, 'the educational institutions should prepare such teachers, who can understand and perform their roles as agents of social change effectively. Teachers and educational institutions should try to shed their alienation, and work in coordination with several other institutions and agents of social change'. Program of Action (1992) observed that teacher performance is the most crucial input in the field of education. Teacher selection and training, competence, motivation and the conditions of work impinge directly on teacher's performance.

Teacher education involves a variety of factors, such as teacher educator characteristics, training experiences, student teacher characteristics, curriculum and textual materials, practicing schools, institutional characteristics, community related experiences, and many more which interact in a complex combination.

GENERAL BACKGROUND

The National Policy on Education (1986) aimed at qualitative improvement in elementary education and a move towards child-centred approach to education. Establishment of DIETs was a major step in this direction, and was given the responsibility of Elementary Teacher Education. Curriculum development modes were designed with inbuilt flexibility that would enable teacher educators to relate elementary teacher education to local community needs. The mission and role of these institutes was envisaged in DIET guidelines (1989) as, 'to provide academic and resource support at the grassroots level for the success of various strategies and programs being undertaken in the area of elementary education'.
The focus in elementary education laid down by NPE (1986) was improving the quality of teacher through pre-service and in-service education of the teacher. Since DIETs were to provide this input, they were provided with facilities that included adequate well-qualified staff and better educational provisions for good quality pre-service and in-service elementary teacher education. Moreover, The National Council for Teacher Education Act was passed by parliament under which the National Council for Teacher Education was established. This body was entrusted with planning and coordinating development of teacher education system in the country.

Review Report (1990) on NPE 1986 observed that the success of DIETs is critically linked to two factors: the quality of its staff and the principal; and its autonomy for taking initiative in organising its own research and training program. However, DIETs are often still viewed in the old mould of Government controlled teacher training institutions.

Although, given that the infrastructure and other support services enhance the quality of teacher education, it is the attitude towards work that ultimately decides the level of qualitative input.

Kumar K., (1990) reported that only three out of fifty interviewed teachers across three case study sites really wanted to teach; for others teacher training was a relatively inexpensive route to a settled and secure life. This situation is by no means untypical on a national scale.

The following major traits of pre-service teacher education in developing countries as reported in various studies by Burke and McCann (1993), Burke, Sugrue and Williams (1994), Refuerzo (1995), Jangira (1995), Burke (1995), Eurydice (1995), Greany (1996), and World Bank (1997) were identified by Edmund Burke (1999):

❖ Low caliber of entrants to teacher training institutions;
❖ Lack of relevance of many of the components to the real needs of student teachers and demands of actual classroom situations they will face;
❖ Mechanical nature of teaching lecturing in teacher training institutions; lack of emphasis on and inadequate time devoted to practical aspects of classroom work (teaching strategies, classroom management techniques, reading and language teaching skills, competence in the language of instruction etc.)

INFRASTRUCTURE

Provision of accommodation facilities is basic to the efficient administration of any organisation. Further, this factor assumes greater significance considering the worth of teacher education to the quality of schooling in our country. However, the ground realities are far from satisfactory and are a major priority area.

Srivastava K.M., (1982) found that facilities for non-teaching staff in colleges of teacher education were inadequate. Das R.C., (1999) mentions the importance of science laboratories, psycho-lab and educational technology lab as important in enabling students to learn the administration, scoring and interpretation of test results of different kind of educational and psychological tests.

ADMISSIONS

The present minimum qualification for pre-service teacher education at present is Higher Secondary. The low general base means that much time during teacher training is devoted to going over the content of syllabus. This leaves little time for pedagogical practices. Moreover the increasing amount of knowledge and information on the one hand and ever changing school curriculum on the other will require teachers with higher level of competencies.

Review report on NPE 1986 (1990) stated, 'teacher competency, accountability, aptitude and favorable attitude to the profession are to be ensured before training or recruitment takes place'. It recommended that selection of student should be regulated through stringent aptitude and attainment.
Carnegie Forum on Education and the Economy report (1986) recommended raising standards for admission to teacher education and the teaching profession as well as to make efforts to enhance the prestige of and respect teachers and teaching profession.

Studies by Avalos (1991) and Lockheed and Verspoor (1991) reported that a low general knowledge base of elementary teachers had a negative impact in various ways on their performance. They further observed that such teachers are less likely to invite questions since they are not sure they will know. Moreover, not to know is certainly not compatible with the image of the teacher. Program of Action (1992) stated the quality of selection and admissions of teacher trainees as one dimension that was directly related to their performance.

Edmund Burke (1999) observed that DIETs should be among the major institutions through new and up-to-date expertise infused into the teaching profession both at the pre-service and in-service levels. On the other hand, this concentration on academic potential may lead to neglecting talents of equal importance to the teacher.

A wider view of human values would imply selecting students who would be capable of making an important contribution to community beyond the college classroom. Consequently, serious attention should be given to proper educational qualifications of pre-service trainees and the serving staff of DIETs.

**CURRICULUM COMPONENT**

Teacher education by its very nature is interdisciplinary. The curriculum component of elementary teacher education is vital in providing totality of learning experience of the prospective teachers. It establishes the underlying principles of the content and the methodology that is to be adopted in transacting the curricular inputs. It should reflect the needs and aspirations of the society and the school. The criterion of relevance in the curricular inputs of teacher education is crucial considering the dynamism of society.
The major content areas of teacher education programs include philosophy, psychology, sociology, anthropology, economics, history and culture. Besides, teacher education has an indispensable component of practical work including student teaching, internship, field work, working with the community, work education, etc. Further, the scope of teacher education curriculum gets enlarged with different fields emerging in the field of education. This calls for teachers with different orientations and specializations to manage educational programs, for physical education, music, art, painting, dance, work education and vocational subjects etc.

Gorton R., (1973) indicated motivating students, student indifference, and processing student make-up work after absences and discipline as major difficulties encountered by beginning teachers.

It is commonly assumed that the programs preparing teacher are generally mediocre and similar in nature. Bierly and Berliner (1982) listed the salient needs for elementary school teachers as learners; need for practicality, concreteness in instruction, individualization of instruction, extended time for practicing what was learnt, adaptation of instruction to their own classroom situation, coaching in the classroom by observers who provide feedback, and instructors who were teachers themselves, and professional incentives.

Gough P.B., (1982) observed that teachers' weaknesses in given disciplines are passed along to their students. The contemporary model of teacher education though has grown manifold over the decades but is overshadowed by severe criticism for being static and unresponsive to the emerging challenges of the present times.

Gopalacharyulu R.V.V., (1984) reported that attitude towards profession and training influenced theory and total achievement significantly. There is direct relationship between the educational quality of the environment and the amount of change that takes place in the students.

Similarly, trained (Flanders Interaction Analysis Techniques) FIAT teachers became indirect and showed better results (Singh H., 1989). Mishra (1989) reported that the teacher education curriculum did not specify the aims and objectives, although the objectives of different content areas were specified. Moreover, the
curriculum did not suggest learning experiences for the realization of the proposed content objective.

The Acharya Ramurti Committee Report (1986) criticized the elementary teacher education curriculum and pointed out lacunae in the transaction some of which are:

a. Viewing the curriculum mostly in the cognitive domain and there too, by and large in recalling facts at the time of examinations;

b. Inflexible and unresponsive to the local needs and environment;

c. Devoid of the component of skill formation;

d. Lacking in social and cultural inputs from the community;

Review Report on NPE 1986 (1990) recommended that the training program should be competence based and there should be an integration of theory and practice for situational applications.

Marks (1990) included the knowledge of media for instruction, verbal, non-verbal, audiotape, videotape, computer-based instruction etc. under pedagogical content knowledge.

NCERT Report (1991) observes that the 1991 teacher training syllabus affirms the fact that, 'the status and quality of teacher education of our country especially at the elementary level is far from satisfactory'.

One important aspect of family involvement that has been consistently overlooked is the need to prepare teachers for intensive work with families and communities. A study by Weiss and Heather, (1996) providing a framework for developing more comprehensive approaches for family involvement in education given below:

❖ Giving perspective teachers more direct experience with families and communities;

❖ Making School conditions conducive to family involvement;

❖ Hiring more experts in family and community involvement.
World Bank Report on Primary Education (1997) reported that poor achievement of children in India at primary level have been linked to poor subject mastery and limited teaching skill of teachers.


Curriculum Framework for Quality Teacher Education (1998) observed, ‘The curriculum for teacher preparation, in future has to encompass the broader canvas and take a global view of the new trends, strategies and practices, and focus on indigenous heritage and thoughts which could fit in the local and national situations’. The report further discourages the application of alien educational ideas and practices in the Indian educational structure and states further, 'the emerging structures and designs of the curriculum shall lay greater emphasis on the ideas, practices and experiences that have emerged in India through the contributions of thinkers like Mahatma Gandhi, Vivekananda, Rabindra Nath Tagore, Zakir Hussain, Sri Aurobindo, and many others'.

Considering the importance of teacher education especially at the elementary level, that involves educating children of impressionable age, it is crucial for teacher education programs to focus on commitment towards appreciation of indigenous thoughts developed over the decades in India. Such a transformation in teacher preparation would emerge only after due familiarity with and adequate appreciation of socio-cultural traditions and values.

Arora and Panda (1998) observed that, a major portion of teacher education curriculum is based on the judgments of experts regarding what a teacher should know and practice; and not on a systematic analysis of the tasks, a teacher has to perform. The present day curriculum lays more emphasis on theoretical aspects of education and equips the trainees inadequately to undertake their tasks. Arora and
Rani (2000) reported deficiencies in teacher's content knowledge irrespective of having studied till graduate level.

**SOCIALLY USEFUL PRODUCTIVE WORK ACTIVITIES**

SUPW Practical work is an essential component for internalizing the concept that society and education are closely knit entities, and this finds reflected in the practical work that involves community and is useful in enhancing this unity.

Singh (1963) observes, 'a training institution worth its name should first and foremost be a center for the sharing of knowledge, of intellectual discussion which ignites the mind and provokes thought'. He further observed, 'it is better not to mention how co-curricular activities pass into routine and rut devoid of all that goes to make them useful co-curricular activities'.

The community life activities as practiced in the training institutions hardly go beyond the drudgery of the daily routine rounds. The community life does not open avenues for intellectual activity. Thakur T., (1973) reported that teacher and locality were mainly responsible for the total attainment of the school. Deo D.S., (1985) reported that for work experience and SUPW, the teachers did not provide sufficient time and guidance to students.

Further, social work had not been an integral part of the teacher-education program. Co-curricular activities were not organized according to the interests and needs of the students. Opportunity for talented students was not provided in the areas of art, library, dramatic and other cultural areas.

**NON-COGNITIVE DOMAIN**

Non-scholastic subjects play an important role in developing the personality of the child in non-cognitive aspects. Training of prospective teachers in these areas is a vital component of elementary teacher education program. Croce B., (1922) stated that the main function of art is to produce the phenomenon of 'psychological induction'. Aurobindo (1952) stated, "The supreme aim of the arts is not merely
aesthetic, mental or vital gratification, but realisation of the divine”. According to Mother (1952) “the first aim of arts is purely aesthetics, the second is intellectual or educative and the highest is spiritual”. Rockefeller D., (1978) stated that arts stimulate all senses and are referred to as the “learning pores”.

Arora and Panda (1998) reported that teacher education institutions do not have enough scope for preparing teachers in special fields like crafts, arts, music, teachers for disadvantaged group and also teaching in a variety of contexts like multigrade integrated set up and large size classes etc. Sibia Anjum, (1999) concluded that major benefits of schooling as far as real life outcomes are concerned lies in non-cognitive training that results in the development of appropriate socio-effective states. Teacher’s role in harnessing the feelings of children is of great significance as these lay the foundation of the emotional structure of the personality.

**Curriculum Development Program**

The curriculum development program is an important component of elementary teacher education institutes and gives primacy to the role of teacher educators in evolving the development of the curriculum as per local needs. Constant interface with the most recent educational strategies and methodologies contributes towards contemporary outlook and brings the teacher face to face with recent developments in the field. The needs of the community are not unchanging, but vary with the times, so also teacher education ought to be the first to initiate this change in its curriculum.

This dynamic nature of change informs the needs of schools, and that is the basis of elementary teacher education. This criterion was included in the DIET Guidelines (1989) as a part of curricular input, “new locally relevant units could be developed for the district in various subjects to supplement the generally prescribed curricula”. This aspect of teacher education is crucial if teacher education to symbolize the aspirations of a dynamic society.

Imparting knowledge and orientating teachers in the art of curriculum relevance is an important component of teacher education. Singh, Hukum (2002)
stated, 'conception of teaching a subject, knowledge of instructional strategies and representations, knowledge of students’ understanding and potential misunderstanding and knowledge of curriculum and curricular materials' as four aspects of the domain of teacher’s knowledge.

CURRICULUM TRANSACTION

Teachers not only play an important role in the development of students’ knowledge, they also guide students in building different concepts. The questions teachers ask, the contrasts and contradictions teachers provide and the ongoing dialogue between teacher and students are critical to students’ understanding of meanings. This transaction is all pervading and becomes critical when it is taking place between teacher educators and prospective teachers. Adaptation of appropriate strategies for curriculum transaction is crucial for the achievement of the objectives.

This could be made possible by developing a viable body of professional body of knowledge that would enhance the status of the teaching profession and the institutions responsible for the education of teachers. There has been a long-standing concern by many about the intellectual challenge presented in these elementary courses. This condition is further underscored by the repetitive pursuance of monotonous methodology followed in the classroom interactions. The fact remains that teachers cannot teach effectively and enthusiastically what they have not mastered themselves.

Knowles M., (1978) stressed that life situations are the appropriate units for organizing learning. The Acharya Ramurti Committee Report (1986) criticized the elementary teacher education curriculum and pointed out lacunae in the transaction some of which are:

a. Transaction mostly through lectures in a non-participative mode;

b. Near-absence of activity based learning; and

c. Discouraging exploration, inquiry, creativity, and initiative on the part of the students.
Apart from being isolated from schools and general life of the community, the committee also observed that the materials prepared during practice teaching have no relevance to the realistic conditions of the schools. There lacks clarity of purpose in the elementary teacher education programs.

Howey K.R., (1989) reported that a considerable percentage of teacher-educators found their students to be lacking in the knowledge for teaching computers, dealing with misbehavior, curriculum development and diagnosing pupil needs.

Jangira and Ahuja (1992) concluded that cooperative based training approach was effective for teacher and teacher educators. The training improves teacher competencies to meet educational diversity in the classroom. Tassew (1992) found improvement in pupil interaction as teachers transformed their behaviors from direct to more indirect.

Kellaghan T., (1994) argues, 'resources that are allocated to the actual teaching-learning situation are likely to be more beneficial in terms of students' achievement than that are allocated to activities which are remote from the situation'.

Arora and Panda (1998) observed that the linkages between theory and practice are rather weak and teacher educators are not able to demonstrate the methodologies of teaching that they recommend to their trainees. It is clear that the expository or the lecture method has serious limitations.

In a comparative study by Muthayam S., (1999), despite the similarities of problems faced by teachers in India and Canada, teachers in Canada were more successful. This success was mainly attributed to the ability of the teacher to organise, plan and utilise time effectively; a good interest of the needs and interests of children and a good knowledge of curriculum and its integration.

Karunaratne S., (1999) quoted the experience of a schoolteacher; "children's desire to be active could be used in their learning. It is best to consider this as a principle and organise teaching to incorporate student activities". In this experiment, the schoolteacher changed his methodology, where the subject content was delivered
predominantly by the lecture method, to one where the students were encouraged to come up with ideas facilitating student talk.

A series of new methods reported by Pandey J., (2002) known as 'participatory methods' have been considered very effective because of their potential to induce students into taking active part in the teaching learning process.

Chandra M., (2002) observed, 'Whether learning takes place, whether things learnt are retained and whether learning process leads to desirable attitude formation and behaviour change depend largely on the teachers and teaching methods'.

Thus, use of simple language and adoption of appropriate classroom techniques enabled the students to participate better. Such classroom interaction is a fundamental prerequisite for effective transfer of learning.

**Educational Technology**

As well-trained professionals, teachers are theoretically oriented. They have learnt concepts and principles, which they use in selection of appropriate methods. It must be borne in mind that teachers teach children in classrooms. This often necessitates that the abstract be integrated with the concrete. Moreover, teaching is more demonstration minded and children can appreciate it more if the subject taught moves from the abstract to the practical.

Bierly and Berliner (1982) observe, 'the characteristics of the demonstration site should be similar to the teachers' own classroom to avoid dismissal of the demonstration as irrelevant to the realities that the teacher encounters in her/his classes'. The NPE (1986) has highlighted the role of educational technology. The POA (1992) lists strategies to promote activities relating to educational technology and laid emphasis on availability of computers for educational programs.

Behera S.C., (1990) reported that teachers exposed to ETV programs achieved significantly more on their knowledge, understanding and application in some content areas. Biswal B., (1992) suggested the need to train teachers for educational telecasts.
The potential of modern communication technologies has a direct bearing on the education system. Utilizing educational technology will facilitate the concretizing of the abstract and contribute to a meaningful learning experience. Malik U., (1999) stated that the ability to handle the technology and to make use of it in the teaching-learning process should henceforth be mastered during pre-service training of teachers.

**Teacher Educators**

The role of teacher education is of prime importance for effective implementation of teacher education curriculum. Education, qualification and experience of teacher educators are critical factors in implementing effective changes in the training and orientation of teachers. The professional level of teacher educators would determine the quality of teacher education. They have to be completely familiar with the school realities, social environment and community expectations to realistically perform the challenging tasks before them. The educational and professional qualification of teacher educator is crucial as upon it depends the level of efficiency with which they prepare prospective elementary teachers.

Dr Srimali (1963) observed, ‘one of the obstacles in the way of organising teaching profession is the great inability of the teaching staff. Teaching has been a stepping-stone for higher things, but this does not permit teaching to attain its own heights’. He further observed there is no desire on the part of the trainee or the trainer to go into the roots of things. It is rather disappointing that the future teacher is not being properly equipped for the life he is going to enter’.

Leiter and Cooper (1979) considering individual differences when teaching student-teachers point out in terms of staff development, “what we respect about children- variety and individuality- we fail to apply to teachers...people do learn in different ways”. Mclaughlin and Marsh (1979) found that staff development consultants often furnished information that was too abstract, and they lacked familiarity in working day-to-day in classroom settings. Srivastava K.M., (1982) reported that most of the educators were not very clear about the objectives of the
program. Further, he reported that sixty percent of the departments did not have educators in all school subjects.

Review Committee for NPE 1986 (1990) presented the following profile of a teacher educator:
♦ Should have experience of the outside world at large in order to acquire broader perspective  
❖ Should be of high academic competence  
❖ Should possess an integrated view of knowledge  
❖ Should have the ability for creative and sustained action

The report recommended that in order to develop such a teacher educator, a special program of education having the necessary status and resources would have to be developed. The program would give adequate weightage to cognitive, affective, and operational components of the role expected of a teacher educator.

Arora and Panda (1998) reported that most of the faculty in teacher education institutions was holding post-graduate degrees, but they are not specially trained for training prospective teachers, as there is no course available for the preparation of elementary teacher educators for DIETs. They further indicated that the educational qualification of the teacher educators was generally low; moreover, they felt that mere possession of a degree does not ensure mastery. Thus to professionalize teacher education it is necessary that such a course be evolved to ensure proper theoretical orientation of teacher educators.

The successful implementation of the training program requires the teacher educators to be methodological in teaching and a proper academic atmosphere created by the educators to encourage research and investigations.

**INTERNSHIP**

Preparation for practice teaching is the most crucial component in exposing student teachers to various strategies and techniques to be applied during classroom
teaching in the school. It also informs them of diverse methodologies that can be implemented while teaching different subjects.

The efficient organisation of practice teaching depends upon the tone of the practicing school as also upon the intimate knowledge of teaching work on the part of the educator. Through this program, the student teacher is helped to develop awareness, understanding and knowledge of the best ways of establishing a linkage of a cordial nature between home, school and community for enriching the life of the elementary school learner.

Singh (1963) observes, 'the practising school has not been a part and parcel of the training institution and it is mostly on this account that new ideas in teaching have not yet received any fair trial'. Demonstration schools as integral part of elementary teacher training institutes facilitate the application of innovative ideas. School experience program or teaching practice is considered an important 'practical' phase in student teachers' preparation for regular teaching at any level of school education.

Mukherji S.N., (1968) observed long ago, 'many of the suggestions such as progressive methods of teaching, a good practising school, a good library, a museum etc. still remain in the realm of dreams. While the unrealistic approach of training colleges, the gulf between training institutions and schools and the consequent relapse of regressive measures all are evils against which a continuous outcry has been going on ever since training gained popularity'. The statement may be partially relevant today, because conditions as they exist today leave a lot to be desired.

One of the conclusions of the study by McLaughlin and Marsh (1979) was that behaviour change in teachers takes considerable time and the staff development for practicing what was learnt takes from two to five years. It may not be applicable in Indian context, but extended time for practicing skills is vital for an efficient school education.

Lester Stan., (1996), observed, 'there must be a willingness to start with the practitioner-learner as the focus for a deep level of learning which develops and enhances practice, but also far beyond the practice situation'.
The success of teaching practice depends largely on teacher educators of the institution, when they supervise all the lessons of the student teachers and provide feedback. This feedback is vital for the trainees, as they are made aware of their shortcomings and motivates them when commended for good work. It also urges them to improve further and experiment. Assimilation and practicing skills for a greater time would help the cause of qualitative elementary teacher education.

McLaughlin and Marsh (1979) also agree that coaching and feedback are very important causal variables in successful staff development programs. Thus, need for adaptation of instruction to teachers' own classroom situations is the crucial factor. Classroom coaching by observers is necessary for student teachers to adapt new ideas and skills.

Williams R.C., (1979) observes, “The unit that potentially has the greatest unity, common purpose, and ease of communication is the school site”. McLaughlin and McLaughlin and Marsh (1979) noted that the school climate determined whether innovation continued after initial training. Little J.W., (1981) found that most effective staff development efforts occurred in schools where they undertook learning and experimenting with new practices.

Joyce and Showers (1981) found that effective development programs consisted of coaching by peers and supervisors. Mohanty (1984) reported the following shortcomings in teacher education practice teaching; manner in which criticism lessons were held was not proper; various method of teaching were not used in teaching lessons; the practice teaching program stressed delivery of lessons and not other activities expected from a student teacher. Moreover, supervisors did not observe lessons completely and rarely discussed their observations in lesson-plans journals with the trainees; school-college cooperation was found poor in almost all the institutions under study and lecture method of teaching was in vogue.

Zeichner (1986) stated that the interaction between teacher preparation and the conditions of schooling that serve to subvert the effects of teacher education should be examined.
Sinha D., (1988) found teaching strategy to be superior in the context of personality and situational variables of student teachers.

Ahmed, Cheng, Jaluddin, and Ramchandran (1991) reported that shortage of good teachers both with respect to supply and adequate training is considered a major handicap in the efficiency of educational systems in developing countries.

Passi B.K., (1997) observed that the newly appointed schoolteachers leave the universities and return to the schools to do to their children what was done to them in their schools and universities. In other words, the teachers perpetuate those same methods of teaching that they had experienced themselves.

There is unfortunately a serious paucity of resources. Adequate liaison between the colleges and collaborating schools is vital. Technical developments of the last two decades have created a new situation in the educational world in which a vastly greater range of teaching methods has become available than has ever been possible before. It has become urgent for the academic communities of the colleges to embark on the arduous and indeed soul searching process of making explicit their aims and objectives, and ordering their priorities; and on the equally difficult and refractory task of assessing the effectiveness of their courses for achieving the declared aims and objectives.

The over-riding questions of defining objectives and evaluating courses raise in an acute form, the general problem of innovation: how is the college staff to recreate itself as a consciously self evolving academic community.

IN-SERVICE PROGRAMS

Professional development of teachers begins with pre-service and gets renewed through in-service programs. Wood, Thompson and Russell (1981) recommend that, “in-service education should provide options for participants that will accommodate individual professional needs and learning styles (timing, sequence, pace, interests, goals, delivery systems)”. Moreover, they reiterated “in-
service education programs should provide for follow-up and on call assistance to educators as they use their new skills and understandings in the work setting after they have been trained". It implies that forcing all teachers into different workshops is not very sensible if teachers have not identified such needs for themselves.

Srivastava K.M., (1982), reported lack of co-ordination between training institutes and schools and the community. He further stated that there was no significant contribution of the program in developing teaching aptitude among trainees.

DPEP study of tribal areas (1996) on effectiveness of PMOST-OB (Program of Mass orientation for School Teachers- Operation Blackboard) revealed that the training did not appear to tackle the problems of teachers faced in their daily work, which made the message of PMOST-OB seem irrelevant to them. Further, the teacher trainers tried to persist with the unsuitable teaching material, since they did not feel they had the autonomy to adapt it to local circumstances. The question of relevance according to teacher trainers was felt to be the responsibility of those who write the curriculum.

Arora and Panda (1998) felt that in-service education was an ad hoc and sporadic activity in many parts of the country and had failed to make any visible impact on the quality of school education. They also reported that most of the in-service programs were conducted in the form of lecture without training materials and suitable audio-video support. Further, lack of motivation on the part of majority of teachers who undergo these programs was a major problem. Lack of inflow and utilization of researches and innovations in the system was also a major problem of in-service programs.

Report of Curricular Framework (NCTE document 1998) observes, ‘It is no cliché but a reality that those who teach should never cease to learn’. 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 renewal and upgradation of skills of teacher education becomes critical in the context of keeping the elementary school abreast of the shifting priorities.
The report of Curricular Framework (NCTE, 1998) stated, 'In the professional updating of teachers, changes in the societal goals, educational structure, curriculum framework, transactional strategies, evaluation techniques and management processes play a significant role. New advances emerging on the educational horizon have to be addressed to and teachers made aware of the same as well. In-service teacher education programs are essential in view of obsolescence as well as explosion of knowledge and are necessitated because of changes in educational and social realities'. The report further observed, 'Teacher educators, in general, have limited exposure to in-service education. There is a need to train teacher educators at all levels'.

Follow-up and evaluation of in-service teacher education in an integral component in assessing and appraising the effectiveness of a programme. Monitoring these programs in the context of required input and logistics is one aspect of the evaluation process. The other subtle and equally crucial aspect is the impact of the programme in the field situation.

CONCLUSION

Teachers are learners and they require clearly specified goals, useable information skills and effective instructors. Consideration of their characteristics and needs in the planning and implementation of staff development programs will enhance the programs' effectiveness and will lead to a higher level of teacher competence.

Beyers L.E., (1989) stated, “The dominant approach to the preparation of teachers emphasizes a combination of course in educational psychology and in the methodology of the various content areas of elementary education ...the educational issues that are crucial in the foundations of education tend to be regarded as irrelevant or even counterproductive”.

The principals documented further some of the most common problems such as marginal financial support, resources and technology virtually non-existent for
needed laboratory and clinical training on-campus, constrained relationships with those in schools, minimal training and limited enquiry into teacher preparation or rigorous and comprehensive assessment of it.

There is growing feeling that teacher education is not effective in turning out efficient teachers and the concern is adequately reflected in the NPE (1986) and POA (1992).

Review Report of NPE 1986 (1990) reported, 'in many attempts to train teachers in new ideas and skills, it is observed that no more than 20-25 percent of them respond enthusiastically. The report further lists the lacunae in teacher education programs:

❖ The present teacher education program is theory oriented
❖ Materials prepared during practice teaching have no relevance to the realistic conditions of the schools
❖ Catering to all types of students during practice teaching is not take care of
❖ There is little or no scope for the development of the affective domain of the teacher, especially of essential quality of teachers such as empathy, respect, for the individual student, attitude towards profession, children society and development of values etc.
❖ Inadequate infrastructure
❖ There is minimum of emphasis in developing professional skills in the form of techniques, approaches or methodologies for becoming a facilitator to promote group learning, and in general, learning to be an educator for human development, rather than for merely meeting examination needs
❖ Evaluation system is not criterion-oriented

The report recommended that the teacher of elementary stage to be trained in various concepts that included developing school into a community school, where the school becomes a nucleus of several social and cultural activities.

NCTE document (1998) observed that, 'the curriculum of the school, its actual transactional modalities, examination system, management processes and its
ethos need to be the main thrust areas of teacher education programmes. To achieve these ends, teacher educators need to be made conversant with various aspects of school experiences. It is observed in day-to-day functioning that teacher educators often tend to lose contact with content areas relevant to their own disciplines resulting into gaps in communication and latest information. It is, therefore, a felt need in the present-day context that teacher education institutions keep in continuous touch with institutions of higher learning and peer institutions for effective transmission of knowledge and its upgradation.

The shortcomings of practicing teachers and poor achievement levels of primary school pupils in developing countries reflect, among other things, the deficiencies of pre-service and the shortcomings of in-service teacher education. In many situations encountered, the poor teaching habits of the classroom practitioners reflected the rather mechanical approaches to teaching in teacher training institutions and the prevalence therein of theoretical instruction of questionable relevance to the reality of school and classroom life (Burke Edmund. 1999).

The education of teacher ought to be logically determined by the nature of job that awaits them in the community. The rigorous concept of teaching is therefore a pre-requisite for the creation of education process. The relationship between teacher behaviour in the classroom, and the changes that occur in children because of this behaviour, has been proved in numerous research studies. If teacher education programs have to be demonstrably valid, then effort must be, made to establish relationships between the curricular inputs and the needs of the community and schools.

TEACHER EDUCATION- A REVIEW

To suggest what teacher education has to be, cannot be taken as a realistic proposition without knowing what teacher education is. Incisive studies have taken up on this subject and find mention in the above given paras. The survey of studies on teacher education and its related dimensions given above will help the reader in forming a clear picture of the status of teacher education in the country.
There has been persistent criticism that teacher education has not been effective in preparing teachers for the task and whatever education or training is imparted to the teacher does not seem to be need based, for teachers generally do not apply them in the regular classroom.

The studies have pointed out the multifaceted process of teacher education. The variables of teacher characteristics, student-teacher characteristics, institutional characteristics and community characteristics interact in combination to influence the process and product of teacher education. Based upon the research studies cited above the following points emerge as major points of concern:

❖ Teacher education involves a variety of factors, such as teacher educator characteristics, training experiences, student teacher characteristics, curriculum and textual materials, practicing schools, institutional characteristics, community related experiences, and many more which interact in a complex combination.
❖ Establishment of DIETs as nodal institutes for Elementary teacher Education is a positive step.
❖ Curriculum of the training program should be competence based and there should be an integration of theory and practice for situational applications.
❖ Teacher educators require more specific training, better professional education and explore avenues for research in their related fields
❖ In-service training is lacking in quality and needs to be broader and relevant with proper inputs from the community

The dominance of institutional culture characterised by uniformity and standardisation is the primary impinging hindrance in innovations. The rigidity of the curriculum of teacher training becomes its own barrier.

TEACHER EDUCATION – A CRITIQUE OF ITS DEVELOPMENT IN INDIA

Indian literature is full of eulogies to the teacher, describing therewith the characteristics of a good teacher. Over a period of time the program of preparing a teacher and linking it with school education has been going on. Efforts have been
continuing from the ancient times to the modern to relate the changes within the
community and school needs to teacher education. Given below is a brief history of
development of teacher education traced down from the ancient to the modern times.

ANCIENT INDIA

In India, as elsewhere, the system of education down the ages have confirmed
to the ideals and objectives that the people set before themselves from time to time.
In ancient India, they influenced and were influenced by the impact of the Vedas, the
Upanishads, and the Puranas, as well as the orthodox and the unorthodox schools of
philosophy. It had evolved a unique system of education called gurukul, which meant
teacher’s home, as the training of the student took place at the home of the teacher.
The system was developed for the study of the Vedic texts and was elitist, as only a
small proportion of young men could be educated in gurukuls. Others probably learnt
their trades from their fathers. “Education”, writes Dr. F. W. Thomas (1891) “is no
exotic in India. There is no country where the love of learning had so early an origin
or has exercised so lasting and powerful an influence”.

The teachers were considered as embodiment of values, character, scholarship,
etc. and as persons who practiced what they preached. With the advent of Buddhism,
education shifted from the home of the teacher to the monastery. Buddha and
Mahavira inherited the culture of the day, but also helped to shape and modify it.

Altekar reports (1951) that in addition to oral recitation, teachers used a
variety of transaction modes such as exposition, debate, discussion, question-answer
sessions, story telling and narrating parables. Inductive method was effectively
employed for sharpening the intellect of disciples. Takshashila, Nalanda, Kashi and
Vikramshila were great centers of learning.

The lofty aims of attaining 'Moksha' played a central role in shaping and
defining education of the children and the relationship between the teacher and the
taught was considered ‘spiritual one’. Wards Thomas, (1949), writes, “Intellectual
training centered in religious teaching, its purpose was to understand the Vedas,
practice pious mortification, gain knowledge of law and philosophy, develop
veneration for one's natural and one's spiritual father and so attain harmony with Brahma". Joshi L.D., (1964) states, 'the very term that the ancients used namely, 'Vidya' is derived from the root having multiple meanings. In its various forms this root gives us at least five distinct meanings indicating knowledge, reality, attainment, discrimination and ______ emotion'. 

It appears as though the ancients used the term 'Vidya' to cover all meanings, each one of which has a deep significance in human life. Development of character building and attainment of salvation were regarded as main aims of education. Thus the main aim of education was training of the mind as an instrument of knowledge and discharge of one's dharma. The realization of this lofty aim brought the Guru and Shishya in close contact, where the two were united by mutual reverence, confidence and communication of life. For such a group of persons, there was hardly any need for an organized system of teacher education.

In spite of there being no organized system for the selection and training of teachers, specialization enters into all the branches of education including teacher education; and the teacher had to find his way up the ladder and this included commitment to the profession, quality of the knowledge possessed and its conceptualization and the method of transmission used. Devi, R.S. (1968) reported, 'the teacher's ability to explain, expound, expand, re-interpret ancient knowledge in the light of his own experiences was constantly tested in open parishads. Though there was neither formal course of training nor any degree awarded, the teacher was almost under life-long examination'. This resulted in building up a halo around the teacher.

Mukherjee S.N., (1968) noted, 'with passage of time, teaching became a hereditary profession, and lead to monopolistic traditions. This led to deterioration in quality, and teachers could not keep up the high professional standards required in ancient days. Moreover, education became less and less creative and more and more mechanical as the centuries went by'.

Though there was no manifest competition, yet the strength of forces operating upon the teacher could not be ignored. The lofty aims of the ancient community
aspiring for high ideals of life based on truth, moral and spiritual upliftment were transmitted through teachers, who though not formally trained, were men of learning and lead exemplary lives, embellishing, improving and recreating norms of culture.

Vivekananda (Quoted by Anand, Ruhela et. al., 1983) has used the words "transmitter" for the Guru because, 'he is the person from whose soul impulse comes, and the person to whose soul the impulse is conveyed is called the Shishya and when it comes, the higher powers and possibilities of soul are quickened, spiritual life is awakened, growth is animated and becomes holy and perfect in the end'.

The teacher was visionary, a scholar and an interpreter of the past all rolled into one. The ancient educational system of India was extraordinarily sound. Sheshadri (1983) observes that the lofty aim of education in ancient India was not merely to unravel the mystery of life but to discover a way out of its misery. It is this insistence on the prayojana (practical utility) of philosophy in helping man to understand the values and ideals of life and live in accordance with them that constitutes the essence of Indian philosophical tradition.

The ancient Indian philosophy of education and the theory and practice that followed from it thus constitutes our educational heritage and we continue to cherish its good features and in fact, seek inspiration and guidance from it. There are also philosophical insights to be gained about the relationships of education itself with other spheres of human activity, social, political, economic and religious. As time passed, India witnessed a change in its political history, so also the educational history sifting through the historical periods.

MEDIEVAL INDIA

History of medieval India was marked with the advent of the Muslim rule. This resulted in a cultural assimilation and a slight change in the educational set-up. Although like ancient period, teachers in medieval times were a respectable class. The Ulamas, devoted their entire life for learning and teaching, and inculcated cultural and religious values amongst children. The simultaneous association of various religions intertwined and resulted in a secular mould. This also stamped the educational
attributes of the community, and the expectations from the teacher resulted in a paradigm shift from spiritual and moral upliftment, towards bonds of integration, and cultural syntheses.

Moonis Raza (1990) said, "perhaps nowhere in the world does one find such apparently diverse traditions as those associated with Hinduism and Islam getting intertwined so intricately into a composite matrix as reflected in the Kabirbani, the Taj Mahal, the Raag Darbari or the Kangra miniatures. The integration of India in strongly rooted in this composite matrix". Thus, the educational system acquired a multi-dimensional character with the constant interaction of the changes in ethnic and cultural milieu of the country and this contributed towards a wider worldview of education.

THE TRANSITION – ADVENT OF THE BRITISH

By 1953, education in India had taken some shape. Education became a state responsibility; it laid a claim on the state exchequer; the General committee of Public Instruction formulated educational policy and program for the whole country; English education along with its literature and science was introduced; educational policies became secular and Indians finally and steadily came forward to organize education on modern lines (Teacher and Education in Emerging Indian Society- 1983).

It was with the advent of the British that education in India began to acquire a national character. Education though constrained by the negative influences of Imperialist exploitation, played an important role in unifying the country (Moonis Raza 1990). British education system spread far and wide. The second half of the 19th century witnessed unprecedented expansion of education at different levels and on definite lines. However it did not make education for a national system conducive to the cultural, economic, industrial and technological development of India; rather the British system and the English language were assumed the national system and language. Education was not regarded as an instrument to bring about social transformation; no effort was made to educate the masses; no scheme was envisaged to effectively relate education to the life of the people.
R.S. Pandey (1997) states, ‘since the modern British system was implemented from an alien government, it had several weaknesses. The ideal of universal, free and compulsory education was never pushed through. It neglected Indian culture and tradition’.

The British Raj witnessed an unprecedented shift from traditional education, which was more of a localized to a more universal factor providing basic literacy to the people who would mainly supply the foreign rulers with a workforce having working knowledge of English and other primary subjects. The idea of formal school education brought forth the necessity of teacher training institutions. Given below is a brief account of the efforts made by the British towards teacher education.

Woods Dispatch (1854)

Popularly known as “Magna Carta” of English Education in India; Woods Dispatch for the first time advocated the need of establishing teachers' training institutions and of giving stipends to pupil-teachers. Establishment of normal schools was the first step in this direction.

Stanley's Dispatch (1859)

The dispatch of 1859 laid even greater emphasis on teacher training. The first training college to prepare secondary school teachers was set up in 1886 at Saidapet in Madras.

The opening of a Secondary Department in the Nagpur training school in 1889 followed it. Towards the end of 19th century there were only six training colleges in the country. But the need for giving professional training to the teachers was not fully recognized at that time, and the conditions remained unsatisfactory. Nevertheless, at the close of the 19th century some of the major trends shaping teacher education like pedagogical courses, model lessons, criticism lessons, observations etc. were already in evidence.
EDUCATION POLICY (1904)

The Government of India's resolution on Indian Educational Policy (1904) reported dissatisfaction at the progress, and laid down the basic frames of reference for teacher education. With rare foresight, the Resolution pinpointed early the mistakes and inadequacies which were to beset the teacher education system. It observed: 'It is desirable that training colleges should be furnished with good library and a museum in which will be exhibited samples, models, illustrations or records of the school work of the province. Every possible care should be taken to maintain a connection between the training colleges and school, so that the student on leaving the college on entering his career as a teacher may not neglect to practice the methods that he has been taught'.

CALCUTTA UNIVERSITY COMMISSION (1917-19)

Under the Chairmanship of Sir Michael Sadler, Commission recommended that a Department of Education should be set up in each University, with a Professor of Education as its head. Its observation about teacher training, though based on the working of the Calcutta University, was really a comment on the whole of India and effected the future growth and development of all. It went on to observe that three essential requirements were to be emphasized in teacher training – knowledge of the subject matter, practical training and theoretical training which should not be hurried or superficial. As a result, the number of training colleges increased, some of the universities established their Departments of Education and Teacher curricula were improved.

Despite these efforts, educational system lacked social relevance. Lord Lansdowne (1917) stated, 'If our schools and colleges continue to educate the youth of India at present rate, we are likely to hear even more than we do at present, of the complaint, that we are turning out every year, in increasing number, young men we have provided with an intellectual equipment... useless to them on account of the small number of openings which the professions accorded to the gentlemen, who have received this kind of education'.

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HARTOG COMMITTEE (1929)

The committee emphasized that education must be linked to the social milieu. Mr. Hartog (1927) characterized the task before education department as three fold, ‘first to secure that the education has a close relationship to the mass of people; second to increase the efficiency of the existing teachers so that the children shall not be dulled but enlivened in schools and ensure that all new teachers appointed shall be good practical educationists interested in rural life and conditions’.

Report on the development of Elementary Education (1927) observed, ‘the training of teacher is more important than the alteration of curriculum’. Consequent upon the recommendations of Hartog Committee, the system of teacher training was reoriented on more progressive lines.

ABBOT-WOOD REPORT (1937)

The period from 1937 to 1947 witnessed a rapid growth in teacher education. The Abbot-Wood report examined the existing system of teacher education and was disappointed. It found teacher education lacking in social relevance and stated, ‘Normal school should concern itself with the social “Why” of education along with the technical “How” of teaching. It recommended that attempt should be made to grasp the social problems of the local communities and observed, ‘if the teacher appreciates his task as an educator, and realizes the significance of the school in the life of the community, he may become proud of his vocation and resist temptations to bring discredit upon it’.

Thus, the report endeavored to develop cultural and sociological experience of teacher trainees. This was the first time that any report had thought in terms of the need for the teacher to have an understanding of and an insight into his social responsibilities.

SEARGENT REPORT (1944)

The forties were fateful for the whole world, and especially so for India. The Second World War, its aftermath, decolonization, freedom movement and gaining of
independence were all events that effected educational scenario. Another milestone in the history of Indian Education, this Commission planned a phased program of teacher training for 35 years. The long term planning as proposed by this Commission was yet to be given due thought and consideration when political upheavals emerged and gave rise to several problems and the country was partitioned with the dawn of freedom in 1947. Thus, a clearly structured system of teacher education covering different levels with many valuable suggestions and recommendations that were to bear fruit in later years gradually evolved during the period of 20th century before independence.

CONCLUSION

This transition from traditional and spiritual paradigm to a more functional and modernized one also necessitated a change in the education system since the teacher is the main instrument of transferring change, it became imperative that teacher education ought to comprehend and strike correct equilibrium between the old and new in terms of community and school needs. Pandey, R.S. (1997) reports, 'When we became an independent nation we had some pathshala and Maktab but they were in a very bad condition. The only system of education prevalent during these days was English Education system. The policy of education was clear. Education System produced clerks to run the government machinery'.

Ancient India followed by Buddhists, and the medieval period dominated by the Muslims, alongside the British and finally the call for freedom and attainment of Independence in 1947, was marked by changes in the social milieu. This change was also reflected in the educational structure.

CHANGING TRENDS OF ELEMENTARY TEACHER EDUCATION DURING PRE-INDEPENDENCE

Institutions for the training of teachers in this country were established at the beginning of the 19th century. The training of primary teachers at that stage was identified with the furthering of general education for orienting them to the subject
During the first quarter of the twentieth century, the methodology of teaching came into prominence and rudiments of principles and practice of education found a place in the curriculum. Teacher education at the elementary stage received a new dimension along with the introduction of Basic Education in 1937. It revolutionized the very concept of education by bringing the child to the forefront and by recognizing its needs and interests in the process of his development. For the first time a program of life-centered education was presented to the country. The teacher education obviously could not remain aloof from the currents of these novel ideas on education, and thus began the process of developing the teacher as a productive citizen of a democratic and social order.

The teacher’s new role as a social engineer was directly charged with the responsibility of changing society through education. Moreover, the teacher was conceived an integrally developed individual capable of transmitting culture and as a skilled professional capable of imparting education best suited to the needs of the children as members of the newly conceived social order.

Mukherjee (1968) observed, ‘The entire approach to teacher education thus changed in content and organization and the training institution came to be viewed as a social laboratory, a productive and co-operative community besides a pedagogical institution’. During the post-independence period, with the expansion of elementary education, elementary training entered an era of mass expansion. Consequently, quality component within elementary teacher education was ignored. With this perspective, let us now examine various attempts made through various commissions and committees to rejuvenate elementary teacher education.

POST INDEPENDENCE PERIOD

Since the modern British educational system was implemented from an alien government, it had several weaknesses. The inherited system of education had no relevance to the needs of the life-situations then prevailing in the country. The idea of
universal, free and compulsory education was never pushed through. It neglected Indian culture and tradition. This had to be put right by transforming the educational structure into a dynamic force that had the potential to sustain the changing needs of the community and school.

Commenting on this dynamic change SP Ruhela (1983) states, "the future society in India will be different from the present society ...the role of teacher will have to be shaped in the light of the changing demands on the school. The teacher’s role will be as an agent of social change, an innovator, and an organizer and communication person. He should be a radical reformer of society and education, a creative person and a good coordinator of the various institutions and associations of the future society exploiting the new technology' to the best advantage for the social purposes of education.'

Moonis Raza (1990) observed, 'with the shift in the nature of state power after independence the country faced the challenge of moving away from underdevelopment to development, of removing the constraints on vertical shifts and organizing education as would be commensurate with requirements of a developing society'.

The Central and State Government being fully conscious of their education responsibilities set up various commissions and committees for suggesting suitable schemes for reforming the entire educational system. Since the scope of the present study is Elementary Teacher Education, efforts have been made to focus on curricular input and transaction modes of elementary teacher education where possible.

University Education Commission (1948-49)

The first commission appointed in free India under the chairmanship of late Dr. S. Radhakrishnan, noted that right emphasis must be secured and the right balance must be kept between the body and soul, the individual and society, matter and spirit, in teacher training and remarked:
'Our main criticism of the existing courses, is that too little time is given to school practice, too little weight is given to practice in assessing the students' performance, and conditions of school practices are often unsatisfactory, sometimes grossly unsatisfactory'.

The commission further observed, ‘the success of the educational process depends so much on the character and ability of the teacher’. This commission put forth very sound proposals to plug serious flaws in teacher education, but unfortunately, no heed was paid to further discuss and put these plans into action.

**CONSTITUTION OF INDIA (1950)**

The constitution of India solemnly resolves “to constitute India into a sovereign, socialist, secular and democratic republic and secure to all its citizens; justice, social, economic, and political; liberty of thought, expression, faith, belief and worship; equality of status and of opportunity; and to promote among them all fraternity assuring the dignity of the individual and the integrity of the nation”. These are the main goals, which the nation expects to be realized through education.

The concept of teacher education should be broad enough to enable teachers to promote individual development and inspire the students to a value system required to sustain a modern, democratic and progressive society. Teacher preparation must not lose sight of this basic thrust to empower teachers to inculcate the same among the students. Equally, significant is the need to preserve the Indian heritage of composite culture and conserve and improve the natural environment. It is important for the teacher to acknowledge that education promotes these attributes, and can build a nation that consistently attempts to rise to higher levels of endeavour and accomplishment.

**SECONDARY EDUCATION COMMISSION (1952-53)**

Government of India under the chairmanship of Dr. A. Lakshamanswami Mudaliar was set up to examine the problems pertaining to secondary education. Creation of democratic citizens, developing economic and vocational efficiency, promoting leadership qualities, and above all preservation and enrichment of our
cultural heritage were stipulated as aims of education in the Indian context. Character building, developing moral side of the child's personality, his sense of right and wrong were other goals recommended by the commission.

Though it concentrated on secondary education, it devoted one chapter to teacher education. The commission categorically stated, "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher—his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as the community”.

FORD FOUNDATION TEAM (1954)

This team was appointed by the Government of India in collaboration with Ford Foundation and consisted of eight experts. Though its major concern was secondary teachers training, yet its recommendations are relevant for elementary teacher education as well. The following were its observations

❖ The training institutions not to advocate methods and techniques of teaching that are impractical and unrealistic.
❖ Demonstration or laboratory schools to be provided for experiments in progressive methods of teaching, and should be given freedom in matters of methods and curricula.

REPORT OF EDUCATION COMMISSION: EDUCATION AND NATIONAL DEVELOPMENT (1964-66)

A landmark in the history of education is the report of the education commission under the chairmanship of Dr D.S. Kothari. The commission delineated close relationship of education and national objectives thereby relating it to life, needs and aspirations of people. For this purpose education should be developed to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, cultural and moral values. Much has been written about the recommendations of the Education Commission on teacher education; in
brief, it sought to remove the isolation of teacher education from the daily problems of schools.

Critically commenting on the teacher education programs, the commission observed that the essence of a teacher education curriculum is quality and in its absence, teacher education becomes not only a financial waste but also a source of deterioration of educational standards. It was felt that the existing programs are largely traditional rigid and divorced from the realities of school.

Referring to teacher’s education curriculum specifically, the commission proposed to eliminate irrelevant matter and to relate the curriculum closely to the teacher’s responsibilities and to Indian conditions, problems and studies. It recommended revising the curricula and programs at all levels of teacher education in the light of fundamental objective of preparing teachers for their varied responsibilities in an evolving system of education. Apart from broad principles like re-orienting subject matter knowledge, vitalizing professional studies and improving methods of teaching and evaluation, the commission made specific recommendations for elementary teacher education curriculum and emphasized the following:

a. Subject matter taught under various heads in theory should be of direct relevance to the task a teacher is required to perform in school.

b. It stressed upon building proper perspective of life for teacher trainees, of their cultural heritage and of problems and aspirations of the nation as well as of human culture and civilization in general.

c. Teacher education must include programs that induce awareness of community needs and develop a sense of responsibility, capacity for co-operative living and a desire for social service. This would prove useful when the teacher is called upon to organize such activities in school.

Although, no training can be considered complete, because knowledge is dynamic, so also the society and its parameters. The commission observed, ‘the more dynamic a vocation, the less chances there are of giving a complete initial training. What is important in a teacher education program is to develop in the student insight and understanding, the capacity to learn resourcefulness’. The commission found the
condition of institutes of primary education very depressing and stressed upon facilities like library, hostel accommodation, and residential quarters for staff, audio-visual aids and demonstration school as essential components.

Thus, it was a comprehensive document, which stressed on developing a national system of education that would mirror the Indian society as well as make it modern and progressive.

**NATIONAL POLICY ON EDUCATION (1968)**

The policy emphasised upon the cultivation of moral and social values, and development of science and technology. It acknowledged the critical role of the teacher in determining the quality of education. It is on the personal qualities, educational qualifications and professional competence that the success of all educational endeavours must ultimately depend. Teacher must therefore be accorded an honoured place in the society.

**ITEP PLAN OF NCERT (1969)**

Taking cognizance of the developments in Asia and other parts of the world, the Teacher education Department of NCERT launched a plan for the comprehensive improvement of teachers training under the name of “Intensive Teacher Education Program” (ITEP). The aim was to work cooperatively with the training colleges involved, in order to bring about desirable changes and improvement in teacher education. It recommended a revised program for B.Ed, and is being mentioned here because B.Ed teachers taught part of elementary school classes namely 6th and 8th, while primary school consisted of classes one to five. There was no drastic change in the teacher education curriculum, and remained as traditional and routine as it was.

**FIRST ASIAN CONFERENCE ON TEACHER EDUCATION (1971)**

This conference held at Bangalore related teachers education with social change. It discussed various aspects of social change and inspirations in Asia and gave a call to teacher education to modify their curricula to justify their challenge. It resolved: The conference takes note of the socio-economic changes that have taken
place in various parts of the world in general and Asian countries in particular and recommends that the programs of schools education and teacher education in each country be modified to meet the new challenges.

NATIONAL POLICY ON EDUCATION (1979)

Although this policy could not be implemented, yet is important as educational history. The policy envisaged school as a local centre for the development of neighbourhood, and expected the community to involve itself in the educational effort. The school and the community will have to be brought together, to ensure success of the elementary school. It also recommended integration of traditional and contemporary cultural elements with the programme of teacher education, which would enable them to play their proper role in reforming education, and encourage association with local community and the schools. It concluded, ‘While financial inputs are an important part of the total effort, even more important will be the human element, the intellectual and moral energy dedicated to the task’.

NATIONAL COMMISSION ON TEACHERS – I (1983-85)

The Commission on Teachers under the Chairmanship of Prof, D.P. Chattopadhyaya recommended among other things the following factors which may be taken into consideration while selecting a teacher for training:

a. Good Physique
b. Linguistic ability and communication spells
c. A fair degree of general mental ability
d. General awareness of the world
e. A positive outlook on life
f. Capacity of good human relations and
g. Selection of trainees should be made through a combination of objective tests, rating scales, group discussion and personal interview.

The commission recommended that the pupil teachers should also gain experience of other roles such as organization of co-curricular activities and working
with the community. Emphasis needs to be given to the mastering of language and communication skills, and value orientation in elementary teacher education. Apart from pedagogical proficiency, importance must be given to music, craft and dance.

**National Policy on Education (1986)**

In May 1986, Government of India published its ‘National Policy on Education 1986’. It stated that ‘education has an acculturating role’, in addition to manpower development. Elementary education was reinforced in terms of universal enrolment and universal retention, as well as substantial improvement in the quality of education. Its recommendations on elementary school are:

a. Child-centered and activity based process of learning should be adopted at the primary stage.

b. Corporal punishment to be firmly excluded from the educational system.

The recommendations of the policy on elementary school facilities apart from rooms included, toys, blackboards, maps, charts, and other learning material. The importance of teacher was stressed, ‘the status of teachers reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and concerns of the community’. The policy recommended overhauling of teacher education, and establishment of DIETs as institutes having the capability to organize pre-service and in-service courses for elementary school teachers. The whole educational endeavor was to be reoriented in its process and content. Pertinent among them were:

a. De-culturalisation, de-humanization and alienation must be avoided at all costs.

b. The curricula and process of education will be enriched by cultural content.

c. Concern over erosion of universal values.

d. Education should foster universal and eternal values.

e. Value education has a profound positive content, based on our heritage, national goals, and universal perceptions.
It concluded by stressing on the complexity of future shape of education in India, and expressed hope on the sustained ‘cultural well-springs’ to enhance and contain the changes with education playing its multi-faceted role.

**Program Of Action (1986)**

As a follow up measure of National Policy on Education, Government of India came out with a concrete specific and detailed Program of Action for implementation for each facet of education. It recommended a change in the educational system by radical transformation of the present system of Elementary Teacher Education, which would include facilities having latest technology and encouraging teachers to develop their own programs and promoting qualitative improvement with respect to teacher education including action research and experimentation work. It also envisaged revision of curriculum for teacher training needs with particular emphasis on integration of education and culture, work experience, physical education and sports, the study of Indian culture and the problems of unity and integration of India; while Educational technology, Planning and Management are emerging areas and the curriculum should bring out the importance of these areas.

**Acharya Ram Murti Committee’s Final Report (1990)**

The committee envisaged the role of education as interventionist and catalytic. Education is to be foundational experience. It should be a truly freeing experience, a process of liberation. True education must humanize a person. Regarding the content and course of education, the committee stressed upon the common cultural heritage of India, as a whole and the diversities of cultural traditions. Imparting of value education should be an integral part of the entire educational process and school climate. The school must become a nucleus of several social and cultural activities besides becoming a center of development, especially in the rural areas. The committee visualized an effective teacher as one who grows into a human being skilled in the art of communication. Regarding teacher education, the committee proposed a specially designed program so that all the desired attributes of a teacher educator would be inculcated in the trainee.
Program of Action (1992)

The program of action (1992) reiterated the principles of NPE (1986) and outlined the strategies in implementing the same. The program proposed the following in making education participatory:

a. People will be involved in the process of education in their surroundings through micro planning to ensure teacher's accountability to the society and community's accountability to the school system.
b. Steps will be taken to improve the working environment of the teachers. They will be involved in planning and implementing educational schemes at various levels.
c. Greater autonomy will have to be given to the teachers to manage the affairs of the school.

The programme sought to interlink education and culture to promote the process of child personality development particularly in terms of discovering the inherent potentialities of the child. The chapter Cultural Perspectives lists the outstanding features like:

- Mutual participation,
- Use of inexpensive and relevant material for cultural exposure,
- Promotion of concept of cultural neighborhood involving active participation of the community,
- Reform of curriculum,
- Motivation of teachers and efforts to encourage the younger generation to participate in cultural and allied activities.

This report also argued that lack of clarity of purpose and interplay of various extraneous factors have often been instrumental in teachers not getting their due place and status. This has also led to lack of teacher accountability and diminished teacher effectiveness.

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In view of the fact that education is an effective means for social reconstruction, it is directly associated to its problems and can help solve these to a large degree. Problems like economic, social, cultural reconstruction, erosion of values and morality are integral to the field of education and need to be properly emphasised during teacher education. Inter-relatedness of these fields implies that teacher education cannot remain isolated and indifferent to them.

In contemporary context, the role of the teacher is expanding. Wide spectrum approach to teacher education entails an active role played by the teacher in the developmental activities responding to the growth of the community and nation. Curriculum Framework for Quality Teacher Education (1998) observed, ‘Teacher as a professional and an intellectual cannot remain indifferent to the events that are taking place in society’. It is therefore imperative in the present day context that teacher education institutes keep abreast of these developments and extend teacher education towards an all-embracing system.

**CONCLUSION**

Analysis and scrutiny by various commissions and committees restyled the educational system. Though considerable expansion and improvement has taken place, yet the picture remains far from perfect. Considering the dynamic nature of community and schools needs, teacher education has not responded adequately. The major reforms reports of the past decade have made several common recommendations that require the attention of teacher educators. However, they have not necessarily resulted in a specific set of implementation activities. In major areas of teacher education discrepancy exists between what educational leaders think ought to be done and what is done. Moonis Raza (1990) observed, ‘national development is national only to the extent that it subsumes regional development, sustains it and is sustained by it’.
EMERGENCE OF THE PROBLEM

The concept of teacher education at the elementary level is crucial in defining the quality of education that the children receive. The relationship between school and society is mutual. Curricular inputs of teacher education need to be based on the relationship between community and school. Establishing linkages between teacher education and needs of community and school, will seek to make teacher education more relevant.

In the backdrop of the above canvas, emphasizing the importance of establishing linkages between teacher education and community and school needs, the commissions, committees and research studies have focused on the increasing need to make teacher education more purposeful.

The changes relevant to society and school can be integrated into the teacher education program at the elementary level. Pupils have to accommodate and assimilate several behaviors and characteristics, and research studies confirm that teacher' own classroom interactions during training, should be more pupil oriented for proper cooperative and meaningful interaction in the school.

Reorientation of curricular inputs that include delineation of new transactional strategies, utilization of emerging educational technologies and inculcating social and cultural values are a societal requirement and deserve much greater attention at this stage than at any other time in the past. The crucial role of teachers and the extent of their understanding and appreciation of the relevance of community and school needs cannot be underestimated.

Thus, curricular inputs of teacher education ought to be perceived in the context of changes taking place in the society and seek to amalgamate these changes within the school system. The community, school and the teacher training institutions have to move towards building a shared commitment for a shift in teacher education. It is vital for teacher education to take due note of the school needs. Such teacher education can be effective to the extent that it prepares the prospective teacher to negotiate school teaching with confidence.
Khader, M.A. (1999) concluded, 'the theory of curriculum needs to be enhanced with the developmental perspective of individual and social realities'.

The linkages between curricular inputs of teacher education, school and community needs must be the focus of curriculum planners. In the absence of such link, the educational system cannot be expected to rise to the level of expectations of the community.

Chandra, M. (2002) stated that new social relationships, skills, as well as new work culture will be necessary, in which success would revive expertise, experience and the ability to use knowledge effectively. This 'concurrence process' would require a new definition of the social and cultural environment of this process. Hence, the association of new paradigm of teacher education at the elementary level with changes in the outside world becomes significant.

Various research studies have underlined the importance of teacher education curriculum and the factor of relevance. The review of research points to a lack of correspondence between teacher education and school needs.

The studies have pointed out the lacunae in teacher education and its various components such as methodology, lack of adequate time for teaching practice, incompetence of teacher educators, lack of effective teaching-learning in the institutes, problems in in-service programs etc. What is necessary is the criterion of relevance in the curricular inputs of teacher education, primarily with regard to the expectations of the society, and secondly that these inputs should relate closely to the emergent school needs.

Hence, an alternative towards quality teacher education does not call for more of the same—more time, more subjects, and more courses—however, for a transformation based on its utility for the school and the society. In the new millennium, teacher education should be built on the premise: 'teacher education-of the people, by the people, and for the people to attain Quality Education for All'".

Panda, Pranati. (2001). Although, there is evidence of enough research studies on
various parameters of teacher education, few have considered the socio-cultural dimensions as important inputs in curricular inputs of elementary teacher education.

The review of entire spectrum of evidence presented earlier indicates a need to develop the curricular inputs in elementary teacher education, based on broader visions of the society as well as needs of the schools. However, there cannot be one standardised and uniform approach to teacher education. Contextual relevance of community and school served as basis for suggesting curricular inputs in elementary teacher education.

STATEMENT OF THE PROBLEM

The problem thus formulated for the investigation was as follows:

Sustainable Changes Relevant To Community And Schools Needs in Curricular Input and Transaction Modes of Elementary Teacher Education.

The scope of the study to is to investigate the sustainable changes relevant to the community and schools needs and the extent to which these changes are reflected in the curricular inputs of elementary teacher education, and its transaction within the teacher education institutes.

The twofold purpose of the study is to examine the sustainable changes that are relevant to the community and school needs; and to examine the curricular inputs and transaction modes of elementary teacher education in the light of these changes.

DELIMITATIONS

The present study on teacher education was delimited to the study of elementary teacher education on the criteria of its relevance to the changing society-its norms, culture, and school need in the perspective of modernization.
OBJECTIVES

In view of the variables selected for the study, the following objectives were framed:

1. to study socio-cultural expectations for elementary teachers and elementary teacher education institutes in respect of their belief related to fundamental philosophy, social norms, and teacher attributes.
2. to study the needs of elementary schools in respect of background of teachers and students, infrastructure, and curriculum transaction, vis-a-vis their status in government and private schools.
3. to examine the needs of elementary teacher education institutes in the context of: infrastructure, admission criteria, curriculum and its transaction and allied issues.
4. to study teacher education in historical perspective in respect of its goals and curriculum transaction.
5. to critically appraise the recommendations in the light of feasibility and sustainability in respect of goals of teacher education.

SIGNIFICANCE OF THE PROBLEM

In a democratic set up teachers’ role is of great importance. They are responsible for bringing about desirable changes in the society. The present study seeks to build a case for shift for quality teacher education in accordance with the needs of the community and school. The alternative paradigm of teacher education must consider changes in the system of teacher education, while redefining the teacher’s role within the framework of the school system and community needs.

The present syllabus has come in for a lot of criticism from various quarters. Curriculum Framework for Quality Teacher Education, (NCERT report 1991) stated that the teacher training syllabus affirms that the, ‘status and quality of teacher education of our country especially at the elementary level is far from satisfactory’. The review of related literature makes it clear that the teacher education needs to be pitched at a broader level and develop abilities, which are flexible and relevant at all times.
The institution of teacher education operates within the dynamics of social forces that operate within the society. Location of social and cultural transmission in such an institution has significant consequences for the rest of the society. The present research is an effort to derive changes that will emerge from the field study and will hopefully stay with the system.

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