HISTORICAL PERSPECTIVE OF IN-SERVICE EDUCATION
Chapter-II

Historical Perspective of In-service Education

2.01 Significance Of In-service Education

The significance of in-service education of teachers need not be emphasized. It has, beyond doubt, been recognised as the most crucial process for the success of all innovations and educational developments. But it is worthwhile to have a synthetic view of the net results of these programmes, based on our experiences of organisation of a variety of such activities. This would be useful for getting better dividends from all future courses. A comprehensive look at the possible outcomes of these provisions will also lead to the strengthening of faith in their worth whileness. This brief description enlists some of the significant net results of in-service participation of teachers in the professional development.

The single most important test for the effectiveness of teacher education programmes being the extent to which children are taught better. The ultimate aim of in service education is to promote better teaching in the classroom. This resultant improved education in the schools has a multitude of determinants such as the background and quality of teachers, their knowledge, competence and motivation to do their jobs, over-all policy making procedures, in planning education, general atmosphere in schools, supervisory practices and so on. The organization of in-service teacher education programmes has a strategic importance in achieving this most important objective of education. Below are given some of the distinct advantages which can accrue of teacher participation in their in-service education programmes:

2.02 Function Of In-service Programmes:

In-service education helps teachers gain upto-date knowledge, develop better attitudes
and acquire effective skills. One of the most important and obviously visible contributions of in-service education programmes of teachers to the improvement in classroom instruction is that they influence the attitude, knowledge and skills of teachers. Participation of teachers in different types of programmes helps them to gain latest knowledge available in their subject areas as well as in pedagogy. Likewise, they develop healthy attitude towards their work and acquire better skills for teaching. In-service education provides opportunities to teachers to seek solutions to their teaching problems and professional difficulties. Meeting together provides them occasions to think of their problems and professional difficulties and look for possible solutions or different ways of overcoming them. They may seek guidance and help from their co-participants as well as from the resource persons and expert guides in their in-service courses. An individual teacher may find great consolation on his discovery that some of his other fellows have also similar problems. He may be more resolved to overcome his problems on coming to know that some others are already on them and quite a few crossed over them. He may also find some useful clause to adopt worthwhile strategies to achieve his objectives.

In-service courses serve as a source of inspiration and enthusiasm. There are many ways which lend them inspiration and enthusiasm while participating in in-service education programmes. Narration of accounts of successful attempts made elsewhere, stories of educational adventures by some innovative teachers, and expression of appreciation of such efforts by higher educational authorities may prompt some participants to be prepared for change and initiate change themselves.

In-service education programmes improve the teacher morale. Through these programmes, they can build up team spirit among themselves. They learn how to work in groups, see reasons in the others’ point of view, accommodate any differences of opinion and try to mould their own views and have fresh look at different aspects of a problem. Informal meetings especially during residential meetings are more contributive to this
aspect because of the increased and more intimate opportunities of meetings among them. All this helps in establishing an atmosphere of team.

Organisation of in-service programmes helps to make educational policies more realistic and their implementation smoother. Teachers gatherings are very useful occasions to make use of their accumulating educational policies, which may be conducive to instructional improvement in schools. Teachers' contribution in the formulation of a policy has another great advantage that its implementation becomes smoother because of its comparatively being more acceptable to them as they were a party to this decision. Already formulated educational policies may also be moulded on getting feedback from teachers.

In-service education programmes pave way for development of professionalism among teachers. Their meetings and conferences help to build up critical thinking and objective outlook among teachers. They get used to the process of decision making as also to the acceptance of responsibility for what they do. Through better opportunities for reading and writing, they are able to deepen their sensitivity for educational happenings and are able to foresee outcomes in given circumstances. In-service education programmes help foster research activities in schools. This would help in solving maximum day to day problems on scientific ways. Such meetings bring to light some important and urgent school problems, which can be better tackled through researches and investigations. Researchers can discover these through attending in-service programmes or find them in published reports of such meetings. Such problems can also be tackled through action research which may be taken up by participating teachers themselves or by their supervisory staff.

In-service education programmes generate new ideas. In-service education course for the teachers constitute an important source to generate innovations in schools. New ideas and practices discussed and demonstrated in these meetings motivate teachers to renovate their teaching techniques and adopt modified approaches.
In-service education raised the status of the profession. It also fosters healthy attitude among teachers and thus increases their pride in the work they are doing.

Summarizing the wholesome outcomes of in-service teacher education assures every one of the promise of better practices and more efficiency in educational practices. In fact, in-service professional development is the important necessity for the success of any new scheme. Staff development through activities not only provides the needed competence, but it also serves to be a major source of motivation for teachers and other educational workers. In short, these programmes serve to be surer means to raise the status of the profession and also contribute towards the realization of objectives of education.

2.03 Development Of In-service Education

The earliest reference which comes to knowledge regarding in-service education, is found in the well known work ‘MANUSMRITI; that reads as:

“He only knows his good, who is busy in studies for the whole life.”

But the history of in-service education in India is not a very old one, so is the case of Punjab. Viewed as a course of continuation of education for improving the professional competencies of the teachers, both in content and method of teaching, the concept of in-service education is undoubtedly a development of comparatively recent times. We have no historical evidence to suggest that there was any positive programme of education deliberately designed for the in-service teachers during service. It is a known fact that extension media such as the fairs and festivals, semi formal socio-religious media as the community discourse (katha), pilgrimages (yatra) etc. were potent means of providing social, religious and moral education to the whole community including teachers. But of course, what we mean by in-service education of teachers in the professional sense is a development of recent times.

A study of the development of in-service education in modern India will not
be complete without a review of the growth of pre-service teacher education with which it is intimately related. A peep into the history of the education in this country reveals that hardly any attempt was made to provide pre-service education for the teachers before the nineteenth century.

It may be pointed out that, as in many other directions, in the matter of teacher education and training also, the initiative came from the missionaries. Bearly in the nineteenth century the European missionaries started normal schools and classes to impart training to the catechists and teachers of the mission schools. Among these missionary pioneers, mention may be made of Rev. May of chinsurah (Bengal). Rev. Duff and Rev. Long, who had started normal schools of their own for training the teachers in pedagogy. It was in the year 1846 that the council of education Bengal started a normal school in Calcutta for providing some sort of education to the teachers of the elementary schools. Eventually on account of financial reasons, the council gave up the attempt.

In their despatch dated 19th July, 1854 (Woods' Despatch), the court of Directors declared:

"Our present aim should be to improve the teachers whom we find in profession. We desire to see the establishment with as little delay as possible of training schools and classes for masters in each presidency of India."

After the publication of the Woods' Despatch a few normal schools were opened to prepare teachers at the elementary level. The first professional college to prepare teachers at the secondary level was opened in Madras in 1856. Incidentally this was to be the only college for the next fifty years to follow.

In 1882, the Government of India appointed the Indian Education Commission. The Commission (1882-83) recommended:

a) That an examination in principles and practice of teaching be instituted, success in which should thereafter be a condition of permanent employment as a teacher in any secondary school, Government or aided.
b) That graduates will have to attend a course of instruction in a normal school in the principles and practice of teaching be required to undergo a shorter course of training than others. Thus we find that these two important documents were concerned about the quality of teachers who as a rule entered the schools without any training in those days. Pre-service training and its provision appear to be the key note of the various recommendations of these two August bodies.

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

Centuries rolled down, one after another, and the successive reference to in-service education was made the just infancy of the twentieth century i.e. Lord Curzon's Resolution On Education Policy (1904).

That all possible care should be taken to sustain a connection between the training college and the school so that the student on leaving the college and entering upon his career as a teacher might not neglect to practice the methods and techniques taught to him and may not be checked from doing so and compelled to fall into line with the routinary methods of his untrained colleagues. Rather, the trained students, whom the college has passed out should be occasionally brought together again and the inspecting staff should lend co-operation to the training college authorities in ensuring that the influence of the college is perceptible in schools (Indian Education Policy, 1904).

Not only that Lord Curzon's Resolution stressed the importance of in-service education of teachers, but also, it called for expansion in the facilities for pre-service training of the secondary teachers and in consequence two more training colleges came in to being, one at Bombay and another at Calcutta, in the year 1904 and 1908 respectively in addition to the training colleges at Madras and Lahore already established in the year 1856 and 1881 respectively.
Thereafter, the distinguishing mark in the history of in-service education was the Government of India’s resolution on Educational Policy (1913). It laid down the major principle for the expansion and improvement of education once again reaffirmed the earlier resolution of 1904, and more forcefully pleaded.

"****** for seeing that influence of the training college makes itself felt in the schools. It was also the consensus that teachers left all alone to themselves were bound to deteriorate and thus a provision of improved courses during vacation to their advantage should be made available." (Sharp, 1914).

In quick succession to this resolution was the maiden attempt made by the Punjab Government through its Education Department of instituting refresher courses for working teachers. One such refresher course was held at the Central Training College Lahore in the year 1914, for the improvement of ‘Science Teaching in Schools’ in which twenty five science masters from selected schools participated.

In the year 1919 then Rawalpindi Inspectress pointed out that arranged refresher courses for primary teachers, which were found most beneficial and district board in this division offered special facilities for teacher to improve their qualifications. And again in the year 1922 the Principal of the central training college (H.G.Wyatt) made a special reference to the second refresher course held in college. This was more of practical character.

Wilson (1926) held three courses at different places in his division chiefly for vernacular teachers. The success of these led to the more ambitious experiment in 1927. The Inspector of Training Institutions Punjab, held a special refresher course at Gakhar before the opening of the new ‘normal school, ‘year. The course was attended by the senior masters of the Ambala Division. Specially selected officers of Department of Education, Punjab Health, Agriculture and Co-operative were deputed to deliver lectures and give demonstrations.
And in the same year, a three weeks course in rural education was also held at Gakhar. The head and second masters of all training institutions attended it. This gave a new impulse to the training of teachers, and rural bias in village education was properly emphasised. Similar refresher courses have been organised for village teachers at a number of centres, as mentioned in the progress of Education in Punjab, (1927-28).

Hartog Committee (1929) which recommended again very clearly the need for in-service education of teachers. Among other things. It recommended that:

"Even under ideal conditions where the right type of teachers have been selected and trained thoroughly, still the teacher is much isolated and invariably in the need of guidance and encouragement. Refresher courses, journals and magazines, meetings and conferences can enormously brighten the lives of the teachers and improve their day-to-day work." (Interim Report Government of India, 1929).

After the recommendations of the Hartog Committee, a few scattered attempts, at the in-service training were made. A scheme of refresher courses for school teachers was taken up by the State Government of United Provinces, but for want of funds, it was discontinued. Madras Government too, introduced vacation courses, but could not prolong them.

In the state of Punjab in November, 1932 a month’s refresher course was held at the central training college for Physical Training supervisors under the guidance of Hogg. The course was a great success in imparting scientific and modern knowledge in methods of physical teaching education.

Again in May 1936 another refresher course in the methods of inspection, administration and control of rural schools was organised for selected assistant district Inspector of schools of the province.

During the period from 1932-37, five refresher courses were held at Moga with
the object of giving the teachers a practical knowledge of the Moga Method as used in the teaching of Urdu to the infants and demonstrating to them the use of the ‘activity’ method in primary classes (Report on the progress of education in Punjab, 1936-37).

Further in the year 1938 about twenty five English teachers from local schools were brought together to take a refresher course under the guidance of M.G.Singh and B.A. Hashmi at the Central Training College Lahore. Various problems connected in the actual day-to-day teaching were discussed and their solutions attempted.

Still further, a refresher course for forty-four selected teachers from the five districts of Jullundur division was held at Moga, some of them have put new life into their old schools after their return from the course. (Report on the progress of education in Punjab, 1937-38).

It is generally felt that even after the recommendations of the Hartog Committee, for quite number of years, no planned efforts seem to have been made either by the Government of India or by the universities and training colleges to from a systematic programme of in-service education in the country. In the mean time in the year 1937, the report on Vocational Education in India by Abbot and S.H. Wood was published. The report clearly mentioned about the two-fold nature of teacher’s training namely pre-service training and in-service training. It stated:

“We are of the opinion that the teachers training should comprise of two distinct parts. First, a pre-service training of students in normal schools and there after refresher courses for working teachers. “They further apprehend that the time may not yet be ripe for this dualistic nature of the training of teachers, but they suggest that in the course of time there ought to be a Government Training College in each province charged with the responsibility of providing a cycle of refresher courses of one or two months duration all along the year. They added-If the spirit of those who have had something before entering upon their work is to be kept alive and if their technical skill as teacher
is to be improved, it is vital that teachers should be provided opportunities from time

Following this Abbot report, the Punjab Government sanctioned a recurring grant
of Rupees three thousand six hundred and seventy for a period of five years from 1938-40 for the purpose of holding a month 's refresher course for working teachers in each division. A sizeable number of such divisional refresher courses were held in the following year, and about 1600 teachers were refreshed. The Rawalpindi reports that the utility of these courses can not be denied as it is fully reflected in the actual work of schools which has appreciably improved. (Report on the progress of Education in Punjab, 1941-42).

The divisional courses were also followed up in all divisions by shorter refresher
courses at suitable centres in each district lasting from 10 days to a fortnight.

In fact that the climate for in-service training of teachers gradually improved in
India after 1937. This is evident from the reports of other Commissions and resolution by professional organizations of teacher-educators.

In 1944, the report on “Post war educational development in India, while discussing
the need for an improved organisation of teacher preparation, said :-

In addition to the provision for the actual training of teachers, refresher courses
in accordance with the recommendations of the Board should be provided at frequent
intervals in order to keep trained teachers upto-date.

During the years 1944 to 1948, we find that different states taking up the programme
of refresher courses in the country. The State of Madras had already activated a programme
of refresher courses for the teaching of English since 1933. In the early forties, short
courses were started in the city of Madras. The states of Bihar, Bombay, Mysore and
United provinces, took in hand some poten measures with a view to improving the
knowledge of working teachers. The following lines depicts the state of Punjab in such
programmes.

“That owing to the disturbed conditions in the rural area no educational refresher courses for vernacular teachers could be arranged. Four refresher courses in physical training were held by the Assistant District Inspector of schools in which 200 teachers took part.” (Report on the progress of Education in Punjab, 1948-49).

2.04 The Post Independence Era

Although in-service education of teachers, in India, was given its due place right before independence as evident from the development of in-service training but serious thinking has been done only after independence. There are special reasons accounting for the early implementation of the programme of in-service education in India during beginning of independence period. The major reason was the anxiety on the part of an independent country to expand the base of education on the one hand and to provide quality education on the other. Actually between 1947 and 1954, two commissions were appointed and many of their recommendations were implemented. This is a major factor in the establishment of in-service education and training programme in India. The University Education Commission (1949) headed by Dr. S. Radhakrishnan after visiting a good number of training colleges and meeting many teacher educators, recommended immediate reforming the establishment of vacation refresher courses for high school and inter-college teachers. It stated:

“Presently neither teacher nor students make use of their vacation in some better way. A bulk of our teachers do not keep intellectually alive and hardly there is any inducement for them to do so. It is remarkable that our school teachers learn all of whatsoever subject they teach before attaining the age of 24 to 25 and thereafter all their further education is left to experience which needs to be supplemented. Constant out pouring needs constant intaking”. In the year 1950, Principals of the Training colleges
from different states met in a conference at Baroda. As a result of this Baroda conference, it was recommended:

First conference of training colleges (1950) observed that “With a view to ensuring the unending professional growth of trained teachers and to check their lapse into unprogressive methods refresher courses both special and general should be organised.”

This conference helped the teacher education in stock taking the earlier efforts made and preparing for the new scheme. In 1951, another medium of in-service preparation of teachers was suggested. The joint secretary of the Association of Training Colleges drew the attention of the conference to the suggestion regarding the institution of professional training through corresponding courses spread over a couple of years with a break but intensive training at the end. After the teacher-educators had discussed at length the elements of in-service education in India, its importance for two successive conferences, backed by some practical experience of in-service education and training in the field, yet they were busy in finalizing the programmes, that in the meantime came the recommendations of the secondary education commission in the year 1953.

2.05 Secondary Education commission (1952-53) stated:

“However excellent the programme of teacher education might be, it does not by itself produce an excellent teacher. Enhanced efficiency will come through experience critically analysed and through individual and group efforts made for improvement. The teacher training institution must accept its responsibilities for assessing in-service stage of teacher training. And the provisions for refresher courses, short intensive courses in special subjects, practical training in workshop and seminars and professional conference should be available in such institutions.” The Commission further added that training college also allow its staff where possible to serve as consultants to a school or group of schools conducting some programme of improvements.
The report of the secondary education commission had hardly reached the various parts of the country when the state of Punjab again took up the initiative as usual and arranged in the year 1953 two in-service courses for English language teachers at Tara Devi (Simla). One course was meant for school teachers and the other for college teachers. The teaching of English as a foreign language was its subject. The course gave the teachers an opportunity to 'Brush-up' as to re-examine their methods and plans.

In 1954, Government of India appointed an international project team to study the various steps and procedures needed for implementing the major recommendations of the secondary education commission. One of its points of study was the in-service education of secondary school teachers. In their report, the Team said:

"We recommend that education department consider ways and means of helping teachers to obtain in-service training and recognising the improvement in their professional and academic qualifications by suitable salary increments".

The team also suggested that teachers of technical, vocational and other special subjects who are already in service, but have not been trained, we recommend short intensive courses in the theory and practice of education. The third conference of the principals of training colleges in India, in the year 1954, further discussed the programmes of in-service education of secondary-school teachers.

It was also in 1954 when the first conference on in-service education was summoned in Hyderabad which cleared the path for the birth of nation-wide movement for in-service education of secondary school teachers. Another conference was held a few months later at Srinagar, there a concrete shape to the whole programmes was given. The cumulative effect of these series of recommendations by various commissions and committees and the efforts of the professional associations of teacher-educators resulted that All India Council for Secondary Education (AICSE) was established and was charged with responsibility of bringing about qualitative improvement in education at secondary stage, started functioning,
with about 29 Extension services centres in secondary training colleges all over the country. The establishment of the (AICSE) was a unique and historical step taken in the direction of improvement of education in general and secondary education in particular.

The most unfortunate part of the whole story has been, that the decision about in-service at the top hoping that it will trickle gradually to the lowest level in future, and thus debarring it to start from the bottom. The council was entrusted with the work of giving guidance and assistance, financial as well as academic to put this programme on a sound base in the initial stage. The council was also entrusted with task of organising such a programme as would improve the quality of education at the secondary level. The various programmes undertaken by the council included the setting up of a machinery to develop and implement a sound programme of in-service education for secondary teachers in the country. The council established extension centres in twenty four teachers’ colleges in the country in 1955. The major aims of these centres were to improve the professional competence of teachers through a sound programme of in-service education and to stimulate a programme of school improvement. It was on the recommendations of the All India Council for Secondary Education that the state of Punjab was obliged in having four Extension services centres attached to the Training Colleges at Patiala, Chandigarh, Jullundur and Ferozepur, in the year 1956. Except Ferozepur, all the other three were government colleges. The administrative as well as the financial control was rested with the council. Extension centres worked round the year, for the co-ordinator’s job was non-vacation, and a special allowance of rupees 100/- per month was paid to him. Each centre was entrusted with three to four districts and it was the primary job of the centres to cater to the in-service education of the teachers at secondary level.

The extension centres did excellent work to start with Seminars, refresher courses, conferences and work-shops, nearly on all educational matters, concerning deeply the in-service education to the teachers, were regularly held. A good system of reporting
was maintained and at the conclusions of the seminars etc. illustrated reports were got printed and subsequently sent to the participants and to a few more educational agencies. This all could be possible because huge funds were placed, at the disposal of the Honorary Directors, viz, the Principals of the training colleges.

In April 1959, the All India Council for Secondary Education was deprived of its uniqueness and converted into an advisory body and its functions were taken over by the Ministry of Education, Government of India, which carved out a new office, the Director of Extension Programmes for secondary Education (DEPSE) for purpose of implementing the programme. Transfer of the in-service education programme from an autonomous body to the administrative machinery of the Union Government proved to be another set back. Flexibility was scarified and the academic considerations were replaced by rigidity and administrative fiat. The growth of in-service programme, which was still in its infancy got stunted. But the new set-up was too short lived, but it could do a great harm to a smoothly developing programme within the short period of two years and a half. It was replaced by another new autonomous organisation, the National Council of education Research and Training (NCERT) in Sept. 1961. It takes care of training, research and extension work in education apart from other manifold functions.

Now, with more than 65% of the teacher's training colleges providing extension services programme to secondary schools all over India, a need was felt to take in hand a programme of research and investigation in yet emerging field of in-service education. The efficiency of various programmes the technique employed, and changes brought about are needed to be probed. An extension research centre was, therefore, instituted for taking up such a programme. Simultaneously, steps were being taken to begin similar agencies for organising in-service education for elementary teachers also. The (NCERT) established Extension Centres in about thirty one elementary teachers training in the country. In the year 1961-62 an extension service project was started at the Government Basic Training
School Jagraon in the State of Punjab. It was a plan scheme with cent percent assistance from the Government of India. This new Extension Center was to cater to the requirement of the primary school teachers. It is all in continuation of such efforts that state institute of Education, in collaboration with the Government of India was set up in the State of Punjab with a function to formulate and implement such programmes.

It is not a gain saying that the work done by the Extension Service Centres regarding in-service education had produced a very favourable climate for such a programme in the state of Punjab. However, it was felt that the scope and range of in-service education made available by extension centres was restrictive. The results achieved were not so tangible and have been much less than the expectancy level. Plausible reasons could be many but a few which require specific mention are as follows:

The Honorary Directors/Principals were primarily concerned with their own show i.e., running B.Ed. and/or M.Ed. course. The syllabi of these courses were too heavy in proportion to the time and duration. As such the extension work failed to get a fairly good attention. The programmes were irregular, unplanned and least need based.

Unfortunately, later on, the administration as well as financial control of these extension centres was transferred to the states and the same was also applicable to the state of Punjab and consequently it was another added responsibility to be shouldered by the state Education Department. Budgetary provision was slashed and it affected the programmes adversely. Further more, Honorary Directors/Principals started exploitation of and used centers for the purpose of college activities and their personal gains from the extension centres equipments and staff. On these issues conflicts between coordinators and principals appeared to great extent. Ultimately the state Government was compelled to close the scheme.

Being very alive to all this, and conscious of new demands in the field of science, mathematics and social sciences necessitated fresh thinking in the N.C.E.R.T. That gave
birth to the idea of summer institutes for working teachers, in the year 1963. A net
work of these summer institutes started spreading all over the country year after year
and became very popular. The duration of these summer institutes was five to six weeks.

The state of Punjab which have been very progressive all through did not lag
behind in catching up the new slogan of 'Summer Institutes.' Not only, at the different
universities of the state started organising these summer institutes in a regular manner,
but the education Directorate itself instituted an orientation programme for the newly
recruited college lecturers. The first orientation course for such lecturers, was held at
the state college of Education, Patiala in the year 1963 for fifty lecturers. The Chief
objective of the course was to give an initiation in the methodology and technics of
education, and above all making the new entrants bold enough to face the hazards of
the class room. The duration of the course was one month and it was held during summer
vacation.

The following year the scheme was slightly modified. Undoubtedly it is that new
entrants gain much out of the training exposure, but the lecturers already in service
do need a new opportunities for replenishing their worn out blunted knowledge. so,
it was decided to run two simultaneous orientation refresher courses. Since then every
year batch of 100 lecturers, is given orientation course in one of the training colleges
of the Punjab. It is heartening to note that recurring grant of Rs. 200,00/- is sanctioned
year to year for this purpose.

In addition to all this, the State of Punjab have to its credit three more institutes
catering to in-service education i.e., The State Institute of Science Education (SISE) and
Regional Institute of English (RIE). These institutes in the past have been actively drawing
and executing the in-service education programmes in their respective fields.

Punjab being a land of Agricultural who does not know about green and white
revolutions? The State Government combined with Punjab Agriculture University, Ludhiana
started its independent wing of Extension Education.' This center has served the peasants in making them conscious about their singular role in turning the barrens into fertile, rich and prosperous land. This University has especially high-lighted the practical aspects of in-service education.

2.06 Indian Education Commission (1964-66)

Then came the Report of Indian Education Commission 1964-66. About in-service, the commission said:

‘Apart from what the schools and other agencies can do, there is need for the organisation of a large scale, systematic and co-ordinated programme of in-service education so that every teacher would be able to receive at least two or three months of in-service education in every five years of service.’

In the light of the commission’s report, the training institutions and the courses they were running, were analysed. It was observed that the training colleges and courses there in whether run by the Government or privately have not steered well the only singular role entrusted to them the role of preparing teachers and refreshing them, and have thus failed to get recognition among their own inmates. They also did not score the mark expected of them. There can be many explanations for this. One of the important factor responsible for the ill equipment of the prospective teachers working in Training Colleges (Teacher educators) are least conscious of updating themselves nor they have zeal or aspirations to work towards progress only. They regard it as a leisure activity. Secondary the least competent, less progressive and handicapped teachers are adjusted in these institutions. Only handful of teachers who are eager to replenish and reorient their knowledge. In these colleges class notes are given and nothing more than this. These class notes are out dated and prepared many years ago by some persons. Teachers in these institutions take their work as usual and pupil teachers are based on copying,
the most dangerous process. Thus in the light of university education commission (1964-66) and realizing the inability of the pre and in-service teachers course run through various agencies to deliver the right knowledge and teaching methodology. Also over whelmingly awareness of the mounting importance and imperative need of in-service education and training for teachers. And feeling that the 'continuing education should be imparted in a systematic, scientific and regular manner. In addition to this believing that such education should be provided on a permanent basis all this to enable the teachers to meet the requirements and competency of their profession. The Punjab State Government has opened three Centres in 1975. These centres were opened with an entirely new scope and emphasis and thus got an edge over other states in the country. These centres were established at divisional levels i.e., Ferozepur, Jullundur and Patiala. These three in-service Teachers Education and Training Centres were started to make the break through in the direction of improvement and to develop healthy attitudes among in-service teachers, and hope to surmount the baffling problems of knowledge and teaching inadequacy shown by the teachers and inability of the existing teachers 'training colleges and centres to cope with present day educational situations. In these institutions courses for one month or fifteen days were decided to be organised for different arts subjects including languages and mathematics and teaching methodology for secondary teachers. In short, these centres have been established to promote professional growth, an insignia with the befitting motto 'Parho Te Paaho' was delineated by these centres.

After National Policy of Education (NPE 1986), the Punjab Government established five in-service centres at district level namely Hoshiarpur, Amritsar, Kapurthala, Gurdaspur and Ropar to educate and train in-service teachers so that they may be able to adjust themselves with the changing systems of education or modernization of education. In 1990-91, the in-service centres started in all the district Headquarters English language centre only at Bhatinda and five districts institute of education and training (DIET) for
elementary teachers to meet the requirements of the trained teachers of all levels with the help of (NCERT) and (NCE). During 1992-1993, the state Education Department established (DIET) mostly in all the twelve district but without evaluating the work of already established institution whether they are useful or not. In addition to above centres to impart teacher education and training to teachers at all levels, extension services centres, summer courses refresher courses during summer vacation and other courses were organised and are being organised to achieve the purpose.

But the seminarians and authorities are not much satisfied with the programmes run by these centres and institutions, outcome is rather frustrating and deteriorating.

2.07 Present position of the in-service training porgrammes.

The first major issue in in-service education today is the need to have a closer look at the nature and quality of programmes being organised in the country. Even a cursory perusal of the programmes reports of evaluation organised by extension centres and other agencies that there is greater emphasis placed on discussing methods rather than on understanding new developments in content. In-service education on methods of teaching is necessary. It can be justified, however, when the participants are untrained teachers or where the participants are trained teachers and new developments in methods of teaching are discussed. In the pre-service education programme, the teachers do get or supposed to get a through know how of methods of teaching. No such useful purpose is served by discussing the thing which legitimately belongs to the programmes of pre-service education. If a programme of in-service education discusses problems like team teaching, use of mass media of education, programmed learning or any other new development in classroom teaching, it is justifiable. But today new developments in methods or content do not find sufficient place in in-service programmes. At present there is an accelerated development in content as compared to methods. Specially this is so with reference to
the content material in science and Mathematics. Even in the teaching of English, there is new thinking in so far as the objectives are concerned and also in the content and methods used. These developments can evolutioinise the instructional programme of schools. Unfortunately, the large number of extension centres and state departments of education have still not taken note of these developments in their in-service education programmes.

The major issue today is to organise the curriculum development programme through in-service education keeping in mind the new developments on one hand and what is going on at the national level on the other. Unless in-service education programme touches the curriculum with respect to content, our attempts to bring about improvement in schools are not likely to succeed. There is another aspect of this problem. At the national level, as a result of studies and research, new programmes are being developed.

The second major issue in in-service education is the type of resource personnel employed by the extension centres in their programmes. Mostly the resource personnel come from training colleges. Recently the trend is to call from the schools and also known educators without giving any consideration to subject matter and competency. It is an accepted fact that teacher educators are in need of re-orientation. They have not been able to keep in touch with new developments in content and even, in many cases, in methods. These resource personnel do not go further than they have done in the pre-service education programmes. We refer here to the content of discussions led by these resource personnel. As far as their own methods are concerned, I mean methods of handling seminars, there is a tendency to adopt the usual lecture approach an approach that is not suitable in in-service education programmes with small groups of participants. Result is that the same hackneyed stuff is doled out using a method that is not in tune with the spirit of in-service education programmes. There is a minimum involvement of the participants reducing further the little possibility that exists for a carry over to the classroom situations. This generates unfavourable reactions amongst the participants.
A few enlightened participants, some time ago, pointed out that it was no use entrusting the administration of in-service education programmes to training colleges which could not develop even a good pre-service education programme. The issue here is the need to identify the right type of resource personnel for in-service education programmes.

The third issue in in-service education and training is regarding the agency that should be entrusted with the responsibility of organising such programmes. Today, there are various government and semi-government agencies which are running the courses for teacher education and training without any co-ordination. Their efforts overlap which result in wastage of efforts, money and time. It is felt that there is a tendency to decide upon a programme keeping in mind a particular resource personnel or the availability of some resource personnel or their own man as resource personnel to oblige him/her. Thus, consequently these programmes do not meet the needs of schools.

Further, the institutions or centres those are running the courses, do not try to know the real problems of schools. This is neglected because persons in in-service training centres thought out it is below their status.