

# CONTENTS

---

---

<b>Sr. No.</b>	<b>PARTICULARS</b>	<b>Page No.</b>
<b>1.</b>	<b>CERTIFICATE</b>	<i>i</i>
<b>2.</b>	<b>DECLARATION</b>	<i>ii</i>
<b>3.</b>	<b>ACKNOWLEDGEMENT</b>	<i>iii</i>
<b>4.</b>	<b>CONTENTS</b>	<i>v</i>
<b>5.</b>	<b>LIST OF TABLES</b>	<i>x</i>
<b>6.</b>	<b>LIST OF FIGURES</b>	<i>xii</i>
<b>7.</b>	<b>LIST OF APPENDICES</b>	<i>xx</i>
<b>8.</b>	<b>LIST OF ABBREVIATIONS USED</b>	<i>xi</i>

No.	TITLE PAGE	Page No.
<b>CHAPTER I : INTRODUCTION</b>		
1.0	Introduction	1
1.1	The changing context and concerns - National Recommendations for quality improvement	6
1.2	Teacher Education in India	8
1.3	In-Service teacher training- need and importance	11
1.4	Paradigm shift in teaching learning processes	12
1.5	ISTP : Role in Professional Enrichment	12
1.6	Principles of organizing in-service Teacher training	13
1.7	Profile of Education in Gujarat	15
1.8	Teacher Education : Scenario in Gujarat	16
1.9	Gujarat Council of Educational Research and Training	17
1.9.1	Objectives of the GCERT	18
1.9.2	Role and functions of GCERT	19
1.9.3	Organizational structure of GCERT	19
1.10	The Emergence of DIETs	20
1.11	District Institute of Education and Training (DIET)	21
1.11.1	Special target groups of DIETs	22
1.11.2	The Goals of DIETs	23
1.11.3	Functions of DIETs	24
1.11.4	Structure of DIETs	25
1.12	Branch wise functions of DIETs	26
1.12.1	Pre service teacher education branch	26
1.12.2	Work Experience branch	27
1.12.3	District Resource Unit branch	27
1.12.4	In-service programmes, field interaction and innovation	28
1.12.5	Curriculum Material Development and Evaluation branch	29
1.12.6	Educational Technology	29
1.12.7	Planning and Management	30
1.12.8	Other functions of DIETs in Gujarat	31
1.13	Need and Significance of the Study	31
1.14	Statement of the Study	33

<b>No.</b>	<b>TITLE PAGE</b>	<b>Page No.</b>
1.15	Research questions of the Study	34
1.16	Objectives of the Study	34
1.17	Explanation of the terms	34
1.18	Delimitation of the Study	35
1.19	Organization of the Study	35
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>		
2.0	Introduction	37
2.1	Research perspectives in teacher education	37
2.2	Status of Research in Teacher Education	38
2.3	Research studies reported in teacher related issue	38
2.4	Research studies related to ISTP	40
2.4.1	Research studies conducted abroad	40
2.4.2	Research studies conducted in India	47
2.4.3	Research Studies related to DIETs	64
2.5	Implications of Review for the present Study	73
2.6	Rationale of the Study	81
2.7	Conclusion	83
<b>CHAPTER III : PLAN AND PROCEDURE OF THE STUDY</b>		
3.0	Introduction	84
3.1	Design of the Study	85
3.2	Population of the Study	86
3.3	Sample of the Study	86
3.3.1	Demographic Profile of the DIET Principals	89
3.3.2	Demographic Profile of DIET Teacher Educators	91
3.3.3	Demographic Profile of Resource Persons	94
3.3.4	Demographic Profile of Head Teachers	96
3.3.5	Demographic Profile of Primary Teachers	98
3.4	Tools of the Study	101
3.5	Procedure of tool validation	102
3.5.1	Questionnaire for teachers	104
3.5.2	Opinionnaire for teachers	106

<b>No.</b>	<b>TITLE PAGE</b>	<b>Page No.</b>
3.5.3	Questionnaire for resource Persons	109
3.5.4	Questionnaire for DIET Lecturers	111
3.5.5	Questionnaire for DIET Principals	114
3.5.6	Questionnaire for Head Teachers	116
3.5.7	Observation Schedule for in-service teacher training	118
3.6	Source of data	122
3.7	Data collection	124
3.8	Data Analysis	124
3.9	Ethical Protocols	124
3.10	Conclusion	125
<b>CHAPTER IV: DATA ANALYSIS AND INTERPRETATION</b>		
4.0	Introduction	126
4.1	Different components of the ongoing in-service training programmes organized by DIETs of Gujarat	127
4.1.1	Observation of in-service training programmes	127
4.1.2	Primary School Teachers' Views on different components of in-service training programmes	130
4.2	Problems in organizing in-service training programmes	142
4.3	Selection of resource persons	146
4.4	Views And Reactions of Functionaries And Beneficiaries	152
4.4.1	Views and reactions of DIET Principals about the in-service training programmes	153
4.4.2	Views and reactions of teacher educators about the in-service training programmes	166
4.4.3	Views and reactions of head teachers about the in-service training programmes	192
4.4.4	Teachers' Opinions about the in-service training programmes	201
4.4.5	Analysis and interpretation of teachers' questionnaire	210
4.4.6	Analysis and interpretation of Resource Persons' questionnaire	223
<b>CHAPTER V: SUMMARY, MAJOR FINDINGS, DISCUSSION &amp; SUGGESTIONS</b>		
5.0	Introduction	233
5.1	Rationale of the present Study	234
5.2	Statement of the problem	235

<b>No.</b>	<b>TITLE PAGE</b>	<b>Page No.</b>
5.3	Objectives of the Study	235
5.4	Delimitation of the Study	236
5.5	Explanation of the terms	236
5.6	Methodology	237
5.6.1	Design of the Study	237
5.6.2	Population of the Study	237
5.6.3	Sample of the Study	237
5.6.4	Tools of the Study	239
5.6.5	Data collection	240
5.7	Data Analysis	240
5.8	Major findings of the Study	240
5.8.1	Findings related to the different components of ongoing in-service training programmes	240
5.8.2	Findings related to the problems in organizing in-service training programmes	242
5.8.3	Findings related to selection of resource persons for the in-service training programmes	243
5.8.4	Views and Reactions of Functionaries and Beneficiaries	243
5.8.4.1	Views of DIET Principals	243
5.8.4.2	Views and Reactions of Teacher Educators	245
5.8.4.3	Views and Reactions of Head Teachers	247
5.8.4.4	Teachers' Opinions about the In-service Training Programmes	248
5.8.4.5	Views and Reactions of Teachers	250
5.8.4.6	Views and Reactions of Resource Persons	251
5.9	Discussion	252
5.10	Suggestions	259
5.10.1	Suggestions for in-service training programmes	259
5.10.2	Suggestions for Policy makers	261
5.10.3	Suggestions areas for further research	262
5.11	Conclusion	263
	<b>REFERENCES</b>	265
	<b>APPENDICES</b>	278