LIST OF TABLES

| TD. L.L. NI. | T-LL-N- DECORPTION | | |
|--------------|--|-----|--|
| Table No. | DESCRIPTION | No. | |
| Table- 1.1 | Sex-wise enrolment at primary stage | | |
| Table- 1.2 | Number of recognized primary schools | 4 | |
| Table- 1.3 | Number of teachers by type of school | 5 | |
| Table- 1.4 | Suggested branches and staffing of a DIET as envisaged in the Guideline | 25 | |
| Table- 2.1 | Detail regarding Research studies conducted in Education and Teacher Education | 38 | |
| Table- 3.1 | Distribution of the school teachers in terms of training received | 101 | |
| Table-3.2 | Dimensions of Questionnaire for Teachers | 106 | |
| Table-3.3 | Dimensions of Opinionnaire for Teachers | 108 | |
| Table-3.4 | Dimensions of Questionnaire for Resource Persons | 111 | |
| Table-3.5 | Dimensions of Questionnaire for DIET Lecturers | 113 | |
| Table-3.6 | Dimensions of Questionnaire for DIET Principals | 116 | |
| Table-3.7 | Dimensions of Questionnaire for Head Teachers | 118 | |
| Table-4.1 | Summary of the responses of participant teachers in terms of focus areas during training | 131 | |
| Table-4.2 | Summary of the response of primary school teachers in terms of methods used in training programmes | 134 | |
| Table-4.3 | Summary of the response of primary school teachers in terms of usage of assistive teaching materials/aids during in-service training | 137 | |
| Table-4.4 | Summary of the responses of primary school teachers in terms of type of resource support from DIETs to schools | 139 | |
| Table-4.5 | Summary of the ratings of primary school teachers' response towards different aspects of training | 140 | |
| Table-4.6 | Distribution of the resource persons in terms of the details about training programmes they participated as a resource person | 150 | |
| Table-4.7 | Distribution of the DIET principals in terms of number of coordination meeting held in a year | 159 | |

| Table No. | DESCRIPTION | Page No. |
|------------|---|-------------|
| Table-4.8 | Distribution of the teacher educators in terms of their response on identification of training needs of teachers | 169 |
| Table-4.9 | Distribution of the teacher educators in terms of their response regarding the basis of deciding the contents for training | 171 |
| Table-4.10 | Distribution of the teacher educators in terms of their response on priority of organizational activities | 172 |
| Table-4.11 | Distribution of the teacher educators in terms of their responses on techniques used for evaluation of training programmes | 178 |
| Table-4.12 | Distribution of the teacher educators in terms of their responses on type of questions from teachers | 185 |
| Table-4.13 | Distribution of the teacher educators in terms of their responses on evaluation of classroom behavior of trained teachers | 186 |
| Table-4.14 | Summary of the opinions of the primary school teachers towards the in-service training programmes organized by DIETs | 202 |
| Table-4.15 | Distribution of the primary school teachers in terms of their response about timing of receiving training materials/modules during training | 211 |
| Table-4.16 | Distribution of the primary school teachers in terms of their response about the quality of training materials/modules | 252 |
| Table-4.17 | Distribution of the school teachers in terms of their response about their views on duration of training program | 215 |
| Table-4.18 | Summary of the response of primary school teachers in terms of their satisfaction with the quality of resource person | 216 |
| Table-4.19 | Distribution of primary school teachers in terms of their response on training programme as per their need | 218 |
| Table-4.20 | Summary of the opinions of primary school teachers in terms of improvement/advantage felt through in-service training | 220 |
| Table-4.21 | Summary of the reactions of primary school teachers in terms of useful components of training | 221 |

LIST OF FIGURES

| Figure No. TITLE | | Page | |
|------------------|---|----------------|--|
| rigure 110. | TILL | No. | |
| Figure 3.1 | Education qualification wise distribution of the DIET | of the DIET 89 | |
| rigule 3.1 | principals | | |
| Figure 3.2 | Professional qualification wise distribution of the DIET | 90 | |
| Figure 3.2 | principals | 90 | |
| Figure 3.3 | Teaching experience wise distribution of the DIET | 90 | |
| rigule 3.3 | principals | 90 | |
| Figure 3.4 | Gender wise distribution of the teacher educators | 91 | |
| Figure 3.5 | Age group wise distribution of the teacher educators | 91 | |
| Figure 3.6 | Position wise distribution of the teacher educators | 92 | |
| Figure 3.7 | Education qualification wise distribution of the teacher | 92 | |
| rigule 3.7 | educators | 92 | |
| Figure 3.8 | Professional qualification wise distribution of the teacher | 93 | |
| rigule 3.6 | educators | 93 | |
| Figure 3.9 | Teaching experience wise distribution of the Teacher | 93 | |
| rigule 3.9 | educators | 73 | |
| Figure 3.10 | Education qualification wise distribution of the resource | 94 | |
| rigule 3.10 | persons | 7 1 | |
| Figure 3.11 | Professional qualification wise distribution of resource | 94 | |
| riguic 3.11 | persons | 74 | |
| Figure 3.12 | Teaching experience wise distribution of the Resource | 95 | |
| Figure 3.12 | persons | 73 | |
| Figure 3.13 | Education qualification wise distribution of the Head | 96 | |
| rigule 3.13 | teachers | 90 | |
| Figure 3.14 | Professional qualification wise distribution of the Head | 97 | |
| riguic 3.14 | teachers |) | |
| Figure 3.15 | Teaching experience wise distribution of the Head | 97 | |
| rigule 3.13 | teachers | <i>)</i> | |

| Eigene No | THE T | Page |
|-------------|--|------|
| Figure No. | TITLE | No. |
| Figure 3.16 | Gender wise distribution of the school teachers | 98 |
| Figure 3.17 | School area wise distribution of the school teachers | 98 |
| Figure 3.18 | Education qualification wise distribution of the school teachers | 99 |
| Figure 3.19 | Professional qualification wise distribution of school teachers | 99 |
| Figure 3.20 | Teaching experience wise distribution of the school teachers | 100 |
| Figure 4.1 | Distribution of the Teacher educators in terms of their responses regarding difficulties in selecting resource persons | 143 |
| Figure 4.2 | Distribution of the teacher educators in terms of their responses about difficulties in planning training programmes | 144 |
| Figure 4.3 | Distribution of the teacher educators in terms of their responses on convenience in organizing training programme at venues other than DIETs | 145 |
| Figure 4.4 | Distribution of the resource persons in terms of their responses on allotment of training topics according to expertise | 149 |
| Figure 4.5 | Distribution of the resource persons in terms of their responses on training of trainers | 151 |
| Figure 4.6 | Distribution of the DIET principals in terms of their responses on benefit of training to primary education | 153 |
| Figure 4.7 | Distribution of the DIET principals in terms of their responses whether the training programmes could address new trends in education | 154 |
| Figure 4.8 | Distribution of the DIET principals in terms of their responses on training imparted for action research by DIETs | 155 |

| Figure No. | TITLE | Page | |
|--------------|--|------|--|
| Figure No. | TITLE | | |
| | Distribution of the DIET principals in terms of their | | |
| Figure 4.9 | responses about administrative freedom to conduct | 156 | |
| | training programmes | | |
| | Distribution of the DIET principals in terms of their | | |
| Figure 4.10 | responses to the centralized organization of in-service | 157 | |
| | training | | |
| | Distribution of the DIET principals in terms of their | | |
| Figure 4.11 | responses about coordination with different departments | 158 | |
| | for in-service training programmes | | |
| Eigung 4 10 | Distribution of the DIET principals in terms of number | 160 | |
| Figure 4.12 | of coordination meeting held in a year | 100 | |
| Eigung 4.12 | Distribution of the DIET principals in terms of their | 161 | |
| Figure 4.13 | responses about deliberation with teachers | 161 | |
| Eigung 4 14 | Distribution of the DIET principals in terms of their | 162 | |
| Figure 4.14 | responses on guidance to lecturers for in-service training | | |
| | Distribution of the DIET principals in terms of their | | |
| Figure 4.15 | responses about giving freedom to lecturers for in- | 163 | |
| | service training | | |
| Figure 4.16 | Distribution of the DIET principals in terms of their | 164 | |
| 11guic 4.10 | responses about monitoring the in-service training | 104 | |
| | Distribution of the DIET principals in terms of their | | |
| Figure 4.17 | responses on guidance to teachers during in-service | 166 | |
| | training | | |
| | Distribution of the teacher educators in terms of their | | |
| Figure 4.18 | views on usefulness of in-service training programmes | 167 | |
| | for primary school teachers | | |
| Figure 4.19 | Distribution of the teacher educators in terms with | 168 | |
| 1 1guic 7.17 | respect to addressing new trends in education | 100 | |
| Figure 4.20 | Distribution of the teacher educators in terms of their | 170 | |
| 1 1guic 7.20 | views on identification of teachers' training needs | 1/0 | |

| Eigung No | TITLE | | |
|-------------|--|-----|--|
| Figure No. | IIILE | No. | |
| Figure 4.21 | Distribution of the teacher educators in terms of their | 173 | |
| rigule 4.21 | response on identification of training needs of teachers | | |
| Figure 4.22 | Distribution of the teacher educators in terms of their | 174 | |
| 11guit 4.22 | responses regarding content of training | 1/4 | |
| Figure 4.23 | Distribution of the teacher educators in terms of their | 175 | |
| 11guic 4.23 | responses about development of training module | 173 | |
| | Distribution of the Teacher educators in terms of their | | |
| Figure 4.24 | responses about meeting with resource persons before | 176 | |
| | the training | | |
| Figure 4.25 | Distribution of the teacher educators in terms of their | 177 | |
| 11guit 4.23 | views on use of ICT in training programmes | 1// | |
| | Distribution of the teacher educators in terms of their | | |
| Figure 4.26 | responses on allotment of training topics to resource | 179 | |
| | person | | |
| | Distribution of the teacher educators in terms of their | | |
| Figure 4.27 | responses about opportunity of evaluation of training | 180 | |
| | programme | | |
| | Distribution of the teacher educators in terms of their | | |
| Figure 4.28 | responses on need of pre-preparation before the training | 181 | |
| | programme | | |
| | Distribution of the teacher educators in terms of their | | |
| Figure 4.29 | responses on availability of enough time for pre- | 182 | |
| | preparation | | |
| | Distribution of the teacher educators in terms of their | | |
| Figure 4.30 | responses on impact of training programmes at school | 183 | |
| | level | | |
| | Distribution of the teacher educators in terms of their | | |
| Figure 4.31 | responses on formation of groups for continuous | 184 | |
| | discussion with teachers | | |
| | Distribution of the teacher educators in terms of their | | |
| Figure 4.32 | satisfaction from different aspects of training | 184 | |
| | programmes | | |

| Figure No. | TITLE | Page No. |
|-------------|--|-------------|
| Figure 4.33 | Distribution of the teacher educators in terms of their responses on new knowledge received by the teachers | 185 |
| Figure 4.34 | Distribution of the teacher educators in terms of their responses on providing time to teachers for their questions | 187 |
| Figure 4.35 | Distribution of the teacher educators in terms of their responses on evaluation of classroom behavior of trained teachers | 188 |
| Figure 4.36 | Distribution of the teacher educators in terms of their responses on training to experts | 188 |
| Figure 4.37 | Distribution of the teacher educators in terms of their responses on experts' preparation for the training program | 189 |
| Figure 4.38 | Distribution of the teacher educators in terms of their responses on use of varied methods and techniques by the experts | 189 |
| Figure 4.39 | Distribution of the teacher educators in terms of their responses on organization of training programmes on annual planning and budget preparation | 190 |
| Figure 4.40 | Distribution of the teacher educators in terms of their responses on cooperation from other staff of DIETs in training programmes and implementing training literature | 193 |
| Figure 4.41 | Distribution of the teacher educators in terms of their responses on developing any innovation for training to teachers | 193 |
| Figure 4.42 | Distribution of the head teachers in terms of their responses on benefit of training to primary education | 194 |
| Figure 4.43 | Distribution of the head teachers in terms of their responses on teacher's sharing training experience with other teachers | 194 |
| Figure 4.44 | Distribution of the head teachers in terms of their responses on trained teacher conducting innovative practices / action research | 195 |

| Eigune No | TITLE | Page |
|-------------|---|------|
| Figure No. | IIILE | No. |
| Figure 4.45 | Distribution of the Head teachers in terms of their responses about teacher's use of new teaching methods and techniques after receiving training | 195 |
| Figure 4.46 | Distribution of the head teachers in terms of their responses about cooperation to teachers to undergo different trainings | 196 |
| Figure 4.47 | Distribution of the head teachers in terms of their views on requirement of frequent training at school level to improve quality of education | 196 |
| Figure 4.48 | Distribution of the head teachers in terms of their responses about their support to teachers for creating a lively classroom environment | 197 |
| Figure 4.49 | Distribution of the head teachers in terms of their responses about increased learning achievement of students due to teacher's training | 197 |
| Figure 4.50 | Distribution of the head teachers in terms of their responses on increased effectiveness of teacher's teaching due to training | 198 |
| Figure 4.51 | Distribution of the head teachers in terms of their responses about implementation of training in classroom teaching by the teacher | 198 |
| Figure 4.52 | Distribution of the head teachers in terms of their response to the usefulness of in-service training for classroom management | 199 |
| Figure 4.53 | Distribution of the head teachers in terms of their responses about availability of space for group work during in-service training programmes | 199 |
| Figure 4.54 | Distribution of the head teachers in terms of their responses regarding the usage of training materials in the classroom after receiving training | 200 |

| E' NI | | Page | |
|--------------------|--|--------------------|--|
| Figure No. | TITLE | No. | |
| Figure 4.55 | Distribution of the head teachers in terms of their | 210 | |
| rigule 4.33 | responses about teachers' readiness for training | 210 | |
| | Distribution of the head teachers in terms of their | | |
| Figure 4.56 | responses on teacher's discussion about training with | 213 | |
| | them | | |
| | Distribution of the primary school teachers in terms of | | |
| Figure 4.57 | their response about receiving training | 213 | |
| | materials/modules during training | | |
| | Distribution of the primary school teachers in terms of | | |
| Figure 4.58 | their response about their views on training | 214 | |
| | materials/modules | | |
| | Distribution of the primary school teachers in terms of | | |
| Figure 4.59 | their response about receiving training | 214 | |
| 1 1guic 4.57 | materials/modules related to subject content in every | 214 | |
| | training period | | |
| | Distribution of the primary school teachers in terms of | | |
| Figure 4.60 | their response about their views on training | 219 | |
| | materials/modules | | |
| | Distribution of the primary school teachers in terms of | | |
| Figure 4.61 | their response about receiving training | 223 | |
| 1 1guic 4.01 | materials/modules related to subject content in every | 443 | |
| | training period | | |
| Figure 4.62 | Distribution of the primary school teachers in terms of | 224 | |
| 118410 1102 | use of training points in their classroom | 22 4 | |
| Figure 4.63 | Distribution of the resource persons in terms of their | 224 | |
| 119010 1.03 | responses about time for preparation before the training | <i>22</i> T | |
| Figure 4.64 | Distribution of the Resource persons in terms of their | 225 | |
| 11gare 1.01 | responses on encouragement to teachers | 223 | |
| Figure 4.65 | Distribution of the resource persons in terms of their | 225 | |
| | responses getting required training resources | | |
| | Distribution of the resource persons in terms of their | | |
| Figure 4.66 | responses on availability of teaching-learning materials | 226 | |
| at training center | | | |

| Figure No. | TITLE | Page No. |
|-------------|--|-------------|
| Figure 4.67 | Distribution of the resource persons in terms of their views on module based training to teachers | 226 |
| Figure 4.68 | Distribution of the resource persons in terms of their responses on timely distribution of module | 227 |
| Figure 4.69 | Distribution of the resource persons in terms of their responses on their satisfaction with the honorarium | 227 |
| Figure 4.70 | Distribution of the resource persons in terms of their responses about cooperation from training center | 228 |
| Figure 4.71 | Distribution of the resource persons in terms of their responses about availability of adequate space for group work | 228 |
| Figure 4.72 | Distribution of the resource persons in terms of their responses on teachers' cooperation during training | 229 |
| Figure 4.73 | Distribution of the resource persons in terms of their responses on providing training as per schedule | 229 |
| Figure 4.74 | Distribution of the resource persons in terms of their responses on cooperation from training convener | 230 |
| Figure 4.75 | Distribution of the resource persons in terms of their responses about punctuality of time by the teachers | 230 |

LIST OF APPENDICES

| Sr. No. | LIST OF APPENDICES | Page No. |
|------------|---|-------------|
| I | Map showing sampling districts | 278 |
| II | Tools for the Study (1-7 English version) | 279 |
| III | List of Experts | 306 |
| IV | Sanction Letters (Permission letter for data collection of the Study) | 307 |
| V | Paper publications and Conference presentations | 311 |

LIST OF ABBREVIATIONS USED

| Sr. No. | Abbreviations | Full Form |
|------------|---------------|--|
| 1. | AE | Adult Education |
| 2. | AIR | All India Radio |
| 3. | BEP | Bihar Education Project |
| 4. | B.Ed. | Bachelor of Education |
| 5. | BRC | Block Resource Coordinator |
| 6. | CRC | Cluster Resource Coordinator |
| 7. | CCE | Continuous Comprehensive Education |
| 8. | CTE | Colleges for Teacher Education |
| 9. | CDP | Continuous Professional Development |
| 10. | CMDE | Curriculum Material Development and Evaluation |
| 11. | DEB | District Board of Education |
| 12. | DPEP | District Primary Education Program |
| 13. | DIET | District Institute of Education and Training |
| 14. | DRU | District Resource Unit |
| 15. | DEPSE | Directorate of Extension Program for Sec. Education |
| 16. | DIKSHA | Digital Initiative for Knowledge Sharing |
| 17. | ET | Educational Technology |
| 18. | EVS | Environmental Science |
| 19. | GCERT | Gujarat Council of Educational Research and Training |
| 20. | GOI | Government of India |
| 21. | HT | Head Teacher |
| 22. | IED | Integrated Education for Disabled |
| 23. | IEDC | Integrated Education for Disabled Children |
| 24. | ICT | Information Communication Technology |
| 25. | INSET | In-service Training |
| 26. | IASE | Institute of Advanced Study in Education |
| 27. | IGNOU | Indira Gandhi National Open University |

| Sr. No. | Abbreviations | Full Form |
|------------|---------------|--|
| 28. | IFIC | In-service Program, Field Interaction & Innovation Coodination |
| 29. | ISTTP | In-service Teacher Training Program |
| 30. | KGBV | Kasturba Gandhi BalikaVidhyalay |
| 31. | LJP | Lok Jumbish Project |
| 32. | LEP | Learning Enhancement Program |
| 33. | MS | Mahila Samakhya |
| 34. | MHRD | Ministry of Human Resource Development |
| 35. | MEd | Master of Education |
| 36. | MSEC | Mathematics and Science Education Cooperative |
| 37. | NPE | National Policy on Education |
| 38. | NLM | National Literacy Mission |
| 39. | NSF | National Science Foundation |
| 40. | NCTE | National Council for Teacher Education |
| 41. | NCERT | National Council of Educational Research and Training |
| 42. | NCFTE | National Curriculum Framework for Teacher Education |
| 43. | NIEPA | National Institute of Educational Planning & Administration |
| 44. | NFE | Non Formal Education |
| 45. | OBB | Operation Black Board |
| 46. | OHP | Over Head Projector |
| 47. | POA | Program of action |
| 48. | PMOST | Program of Massive Orientation Scheme for Teachers |
| 49. | PSTE | Pre-service Teacher Education |
| 50 | PAC | Program Advisory Committee |
| 51. | PRAGNYA | Activity Based Learning |
| 52. | P&M | Planning & Management |
| 53. | RTE | Right to Education |
| 54. | RMSA | Rastriya Madhyamik Shiksha Abhiyan |
| 55. | RIE | Regional Institute of Education |
| 56. | SSA | Sarva Shiksha Abhiyan |

| Sr. No. | Abbreviations | Full Form |
|------------|---------------|--|
| 57. | ST | Scheduled Tribe |
| 58. | SC | Scheduled Caste |
| 59. | SKP | Shiksha Karmi Project |
| 62. | SAB | State advisory Board |
| 63. | SOPT | Special Orientation Program for Teachers |
| 64. | TLM | Teaching Learning Material |
| 65. | TV | Television |
| 66. | TIES | Technology and Invention in Elementary Schools |
| 67. | UEE | Universalization of Elementary Education |
| 68. | UPE | Universalization of Primary Education |
| 69. | UGC | University Grant Commission |
| 70. | UPBEP | U.P. Basic Education Project |
| 71. | UT | Union Territory |
| 72. | UPS | Upper Primary School |
| 73. | VCR | Video Cassettes Recorder |
| 74. | WE | Work Experience |