

CHAPTER I

INTRODUCTION

1.0 INTRODUCTION

Education is the most important tool for social, economic and political transformation and a key instrument for building an equitable society. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity. Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976 included education in the concurrent list. When the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standards including those of the teaching profession at all levels (MHRD, 2018).

With the formulation of the National Policy on Education (1986), India initiated a wide range of programs for achieving the goal of Universalization of Elementary Education (UEE). These efforts were intensified in 1980s and 1990s through several intervention programs, such as Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P. Basic Education Project (UPBEP), Mahila Samakhyia (MS), Lok Jumbesh Project (LJP), District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA). These efforts were further strengthened with the passage of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which gave a legal mandate to provide free and compulsory elementary education to every child in the age group of 6-14 years. States and UTs were supported in the implementation of the RTE Act, 2009 through the Centrally Sponsored Scheme of SSA. The norms of the Scheme were aligned with the provisions of the Act with effect from September, 2010 (NCFTE, 2010).

A successful program of UEE is the precondition for taking the first step towards Universal Secondary Education. The NPE emphasized improving equitable access to secondary education and the enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams (Para 5.13 of the NPE, 1986). The NPE and the Program of Action (POA,1992) while recognizing secondary education as a critical instrument for social change, called for its planned expansion. The NPE, (as modified in 1992) specifically laid emphasis again on increasing access to secondary education with particular focus on participation of girls, SCs and STs; increased autonomy of Boards of Secondary Education to enhance their ability to improve quality; introduction of ICT in school curriculum for coping with globalization; renewed emphasis on work ethos and values of a humane and composite culture in the curricula; and vocationalization through specialized institutions or through refashioning of secondary education to meet the manpower requirements of the growing Indian economy (NPE, 1992).

The Rashtriya Madyamik Shiksha Abhiyan (RMSA) scheme initiated in 2009, demonstrated the government's ambition for a secondary education system that can support India's growth and development. In the year 2013-14, four other Centrally Sponsored Schemes for secondary education were subsumed under RMSA viz. ICT in Schools, Girls' Hostel, Vocationalization of Secondary and Senior Secondary Education and Inclusive Education for Disabled at Secondary stage. This was done to provide for convergence based implementation of different programs for secondary education with inclusion of aided schools for quality related interventions and Senior Secondary segment for certain components. (MHRD, 2009).

Education is accepted as a fundamental right of all the members of the society. Continuous efforts have been made to extend education to all children through formal, non-formal and also through special schemes for the socially deprived groups, such as, girls, Scheduled Castes or Scheduled Tribes and lastly for the Disabled, but much remains to be achieved to ensure acceptance and utilization of the access provided.

It has been rightly recognized that education is the most important input of the development of an individual, society and nation. It provides the right type of attitudes, values, adequate knowledge and essential skills. Demand of ever increasing knowledge and very fast changing technological scenario make it imperative that the system of education should be reviewed and modified from time to time. It is in this context that the Government of India has adopted the National Policy on Education (NPE) 1986. Great expectations have been aroused in the country about the change being brought about in education to meet the needs and aspirations of the people. For this NPE gives essential priority to Universalization of Elementary Education (NPE, 1986).

Since Independence, various Committees and Commissions have been set up by the Government to improve the standard of education at various levels. Greater stress has been put on universalization of elementary education and eradication of adult illiteracy, which have been the most important and basic goals of educational development in India. Since independence, the country has achieved considerable progress in the area of elementary education and the number of elementary schools has increased. Even in the enrolment, considerable growth has been observed and the dropout rates have decreased. The following tables illustrate the progress in primary education: -

Table 1.1

Sex-wise enrolment at primary stage (in million)

Year	Class I-V			Class VI – VIII		
	Boys	Girls	Total	Boys	Girls	Total
1950-51	138	54	192	26	5	31
1960-61	236	114	350	51	16	67
1970-71	357	213	570	94	39	133
1980-81	453	285	738	139	68	207
1990-91	570	404	974	215	125	340
2000-01	640	498	1138	253	175	428
2005-06	705	616	1321	289	233	522
2006-07	711	626	1337	299	246	545
2007-08	711	644	1355	311	262	573

2008-09	706	647	1353	314	270	584
2009-10	697	639	1336	317	278	595
2010-11	701	646	1348	327	292	619
2011-12	726	672	1399	331	299	630
2012-13	681	639	1321	329	314	643
2013-14	672	628	1300	337	320	657
2014-15	676	629	1305	345	327	672
2015-16	669	622	1291	347	329	676

(Source: MHRD, 2014-15)

The total enrolment at primary stage (Class I to V) during the period 1950-51 to 2015-16 increased by 6.72 times; The total boys' enrolment at primary stage (Class I to V) during the period 1950-51 to 2015-16 increased by 4.85 times; while for the girls, the increase was 11.52 times. At the upper primary stages (Class VI to VIII) the increase during this period was more than 21.81 times. The total boys' enrolment at upper primary stage (Class VI to VIII) during the period 1950-51 to 2015-16 increased by 13.35 times; while that of girls; the increase was more than 65.8 times, which is quite appreciable.

Table 1.2

Number of recognized primary schools

Year	Primary Schools (I-V)	Upper Primary Schools (VI – VIII)
1950-51	2097	136
1960-61	3304	497
1970-71	4084	906
1980-81	4945	1186
1990-91	5609	1515
2000-01	6387	2063
2005-06	7726	2885
2006-07	7849	3056
2007-08	7878	3252
2008-09	7788	3656

2009-10	8199	3941
2010-11	7485	4476
2011-12	7143	4788
2012-13	8359	4103
2013-14	7906	4011
2014-15	8471	4251
2015-16	8405	4296

(Source: MHRD, 2014-15)

From the above table one can see that number of primary and upper primary schools increased year by year. In 1950-51, there were 2,09,671 primary schools, while in 2015-16 primary schools increased four times and the number went to 84,05,052. In the same way upper primary school also increase year by year.

Table 1.3

Number of teachers by type of school (in thousands)

Year	Primary (Class I-V)			UPS (Class VI – VIII)		
	Male	Female	Total	Male	Female	Total
1950-51	456	82	538	73	13	86
1960-61	615	127	742	262	83	345
1970-71	835	225	1060	463	175	638
1980-81	1021	342	1363	598	253	851
1990-91	1143	473	1616	717	356	1073
2000-01	1223	675	1896	820	506	1326
2005-06	1326	858	2184	998	673	1671
2006-07	1403	920	2323	1039	678	1717
2007-08	1288	1027	2315	1063	717	1780
2008-09	1285	944	2229	1110	789	1899
2009-10	1208	1009	2217	1014	764	1778
2010-11	1194	905	2099	1048	839	1887
2011-12	1259	995	2254	1168	889	2057
2012-13	1422	1234	2656	1348	1079	2427
2013-14	1431	1253	2684	1375	1138	2513
2014-15	-	-	2670	-	-	2560
2015-16	-	-	2606	-	-	2612

(Source: MHRD, 2014-15)

Table no. 1.3 gives the growth in the number of teachers over the years in the primary and upper primary schools. The number of male teachers in primary schools has increased by 4.68 times while the number of female teachers has increased more than eight times. In case of male teachers, in upper primary schools, it has increased more than eleven times; while the number of female teachers has increased in total by 30.37times.

From the tables - 1.1, 1.2, and 1.3, it can be said that there is considerable growth in the number of elementary schools and enrollment, but, the status of primary education is not very promising. A lot is needed to be done to achieve the goals of UEE. Keeping in view the basic and most important immediate goals of UEE and adult literacy (especially 15 to 35 age group), the Parliament adopted a National Policy on Education(NPE) in May,1986 followed by Program of Action (In -service), approved for its implementation in August,1986. The NPE (1986) states the goals for UEE and eradication of literacy as below:

“It shall be ensured that all children who attain the age of about eleven years in 1990 will have had five years of schooling, or its equivalent through the non-formal system. Likewise, by 1995 all children will be provided free and compulsory education up to 14 years of age” (NPE, 1986).

1.1 THE CHANGING CONTEXT AND CONCERNS NATIONAL RECOMMENDATIONS FOR QUALITY IMPROVEMENT:

The need for improving levels of educational participation for all is well recognized. The key role of educational institutions in realizing it is reflected in a variety of initiatives taken to form the nature and function of education i.e. formal and non-formal. Universal accessibility must be ensured followed by necessary efforts for quality education. This has necessitated improvement in the form of teacher education so as to prepare quality teachers.

Various Commissions and Committees appointed by the Central and State Government in recent decades have invariably emphasized need for quality teacher education suited to the needs of the formal system. The Secondary Education Commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional

training. The Education Commission (1964- 66) stressed that “In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people and a sound program of professional education of teachers is essential for the qualitative improvement of education”. India has exhaustive system of education. There are nearly 5.98 Lakh primary schools; 1.76 Lakh elementary schools; 98 thousand high/higher secondary schools; about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education/ university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country, nearly 3 million are teaching at primary/elementary level (MHRD, 1997).

A sizable number of them are untrained or undertrained. In certain regions, like the North-East, there are even under-qualified teachers. So far as in-service education is concerned, it is estimated that on an average 40 percent of the teachers were provided in-service teacher education once over a period of five years. Regarding non-formal education, a number of models are in practice in various States in the country. Much more is needed to be done to prepare teachers and others functionaries for the system. The Program of Action (POA,1992) emphasized on teacher education as a continuous process with its pre-service and in-service components being inseparable.

The POA, among others has pointed out following aspects of teacher education :

- Professional commitment and overall competencies of teachers leave much to bedesired;
- The quality of pre-service education has not only not improved with recent development in pedagogical science, but has actually shown signs of deterioration;
- Teacher education programs consist mainly pre-service teacher training, with practically no systematic programs of in-service training;
- There has been increase in sub-standard institutions for teacher education and thereare numerous reports of gross malpractices; and

- The support system provided by the State Councils of Educational Research and Training (SCERT) and the University Departments of Education has been insufficient and there is no support system below the State level.

In pursuance of the NPE - 1986, a major step was taken by the Government to enhance the professional capacity of a large number of Teacher Education Institutions. Government established nearly 430 DIETs covering almost each district of the nation. The DIETs are charged with the responsibility of organizing pre-services and in-service programs in addition to be the nodal Centre for elementary education at the district level. Likewise, Centers of Teacher Education (CTEs) and Institutions of Advanced Study in Education (IASEs) have been given the responsibility of introducing innovations in teacher education programs at the secondary and higher secondary stages as well as in vocational education.

The National Council for Teacher Education (NCTE) as a non-statutory body (1973- 1993) took several steps for quality improvement in teacher education. Its major contribution was to prepare Teacher Education Curriculum Framework in 1978. Consequently, teacher education curricula witnessed changes in teacher preparation programs in various universities and boards in the country. In 1998, NCTE brought a new change in the curriculum by introducing the alternative mode of teacher education. Teachers are oriented and trained for competencies and skills, which do not necessarily equip them for becoming professionally efficient. The system still prepares teachers less professionally competent and committed at the completion of initial teachers' orientation programs. Some of the skills acquired in the training and methodologies learnt are seldom practiced in actual setting (NCTE, 1993).

1.2 TEACHER EDUCATION IN INDIA

NPE also states that the new thrust in education would emphasize a substantial improvement in the quality of education besides universal enrollment and retention. However, the quality improvement goal is open and it is also reflected in the Article 51A of the Constitution of India, which lists it as one of the fundamental duties of every citizen: "To strive towards excellence in all spheres of individual and collective activities so that the nation constantly rises

to higher level of endeavor and achievement" (DIET Guideline, 1989). Thus, in addition to Universalization of Elementary Education, the pursuance of excellence has to be the other guiding principle in the area of elementary education.

A teacher continues to be the most important link in the educational chain and hence bears maximum weightage over the development of education, in any country. This makes education of teachers as one of the most important aspects of any educational planning. The training for teachers is first given before he/she takes up the profession

i.e. 'Pre-service Training', then training is given at the time of his/her joining the school

i.e. 'Induction Training' and last but not the least is the training given during the tenure of his/her service as a teacher i.e. 'In - service Training'.

Pre-service training or the training given to the individual before joining the school is given in any of the teacher training college where the would-be teacher is exposed to psychological, sociological, philosophical and technological principles of teaching, which help in developing a basic insight into the profession and develops the key skills used in the teaching-learning process. The induction training is imparted at the time of joining the school, which helps the teacher to settle down with his/her new profession in the real classroom situation. This period of induction is not recognized as period of teacher education in India. The in-service education and training or the training received by the teacher during his/her professional career is the longest and relatively more important than the other two phases of teacher education. In-service training means all education and training received by the teachers and other related personnel after joining an educational institution that further develops their knowledge in his/her subjects and allied discipline.

Raising the importance of teacher education and especially the in-service training to achieve the basic objective of Universalization of Elementary Education (UEE), NPE 1986 envisaged de-centralization of education and gave a recommendation to establish DIET in every district to cater to the needs of providing trained and proficient teachers to all elementary schools, especially in the rural areas (NPE, 1986).

DIETs were established with the objective to organize pre-service and in-service course for elementary school teachers and for the personnel working in non-formal and adult education. Besides developing the quality of teachers through pre-service and in-service, the DIETs were also set up to share the responsibility for making adult education; non-formal education and literacy drive a success.

In-service education is defined as a programme of planned activities designed to increase the competencies needed by all licensed personnel in the performance of their professional responsibilities. In 1961, the National Council of Educational Research and Training (NCERT) was established and charged with the responsibility of research and training for improvement of school education. In-service programmes were within the purview of National Council of Educational Research and Training (NCERT), which did 'excellent pioneering work' through its Department of Extension Programmes for Secondary Education by providing extension services to nearly fifty percent of teacher training institutions. MHRD Government of India sanctioned separate budget for establishing or setting up of teacher training institution namely DIETs at district level, College of Teacher Education (CTE), Institute of Advanced Study in Education (IASE) and State Council of Educational Research and Training (SCERT) which conduct various programmes like orientation programmes, in-service teacher training programmes, induction programmes, etc.

As per the 8th All India Educational survey (2009), about eighty-four percent of the teachers were trained at primary stage and eighty-three percent of the teachers were trained at upper primary stage i.e. undergone pre-service training course. However, in-service Training coverage has been extremely limited although the same is very important. NPE (1986) also stated that teacher Education is a continuous process, and its Pre-service and in-service components are inseparable. Therefore, the in-service Training program occupies a very important position in the program conducted by DIETs.

Due to inadequate researches conducted on this in context of the NPE 1986, the ways of providing cost effective in-service training has not been established as yet, but based on the recommendation of Education Commission (1966), National Commission on Teachers (1985) and NPE 1988 as well as keeping in mind the enormous number of teachers, a balance has been struck as being desirable and feasible for every teacher to undergo. That is, the Training in the contact mode for minimum duration of two weeks (preferably three to five weeks) over a five years cycle through a single contact program and regular professional meeting during the academic session at the school complex or teacher Centre levels (Patel, 2007).

1.3 IN-SERVICE TEACHER TRAINING – NEED AND IMPORTANCE:

Continuing professional development and support for teachers in service has been emphasized in various policies and reports. The Kothari Commission 1964-66, reflected the need for continual professional education of teachers along with the rapid advances in various fields of knowledge and evolution of pedagogical theories and practice; the Chattopadhyaya Committee 1983-85, added that if there is to have a change in the approach of teaching there has to be first a change in Teacher Education and concurrently in professional education; and the National Policy of Education (NPE) 1986, 1992, called for a continuum between pre-service and in-service teacher education. Following NPE guidelines, the District Institutes of Education and Training (DIET) were established in 1987 to provide on-site support to teachers in the field. The District Primary Education Program (DPEP) 1995, initiated the concept of Resource Persons from each block and cluster (the BRCC, CRCC) to support primary school teachers.

In-Service Teachers' Trainings (ISTTs) have been an integral part of the flagship program Sarva Shiksha Abhiyan (SSA) since 2001 to support elementary school teachers across the country. The National Curriculum Framework of Teacher Education (NCFTE), 2009 stressed the need for renewal or up-gradation in the knowledge and practice of teachers already in school. And, the 12th five-year plan, 2012-2017 called for considerable enhancement

in the quality of teachers training and the rigor of teaching certification for improving teacher competence. Further, the plan reiterated the important role of SSA in elementary education with a strong focus on teachers and educational leadership.

1.4 PARADIGM SHIFT IN TEACHING LEARNING PROCESSES

The objective of training is to facilitate a shift in the understanding of teaching learning process according to NCF-2005 and the RTE Act 2009 as reflected in the box below:

Paradigm shift in teaching learning processes	
From	To
Teacher –centric	Learner-centric
Students interest	Maximum participation in teaching learning
Knowledge transmitter	Construction of knowledge
Individualized learning	Collaborative learning
Focus on discipline	Focus on multidiscipline
Learning to trauma and anxiety	Assessment for learning, continuous and self- assessment

Source: (Samagra Shiksha, 2018).

1.5 ISTP: ROLE IN PROFESSIONAL ENRICHMENT

Training as a concept is recognized as the right mix of knowledge, skills and attitudes/behaviors, that helps a job holder to perform tasks successfully. In order to achieve its overall goal of performance improvement; training must lead to the enhancement of professional knowledge and skills both at individual and collective levels. It should also equip personnel to respond appropriately to emerging challenges. Training has been defined as “The systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job”. Training has also been defined in the Glossary of Training Terms (Manpower Services Commission, U.K.) as “a planned process to modify attitude, knowledge or skill through learning experience to achieve effective performance in an activity or range of activities. Its purpose in

the work situation is to develop the abilities of the individual and to satisfy current and future manpower needs of the organization”. It clearly implies that the role of training is to improve the overall performance of the organization. The term ‘performance’ is, therefore, interwoven with training (Armstrong, 1997).

1.6 PRINCIPLES OF ORGANIZING IN-SERVICE TEACHER TRAINING:

While organizing in-service education of teachers, the following guiding principles are needed to be followed:

- In-service training programs need to be built on the basis of the felt needs and sharing of experiences of the teachers. There is a need to give teachers a space to develop and listen to their own voices.
- Teachers as adults already possess a working professional identity and already have experiences of teaching and beliefs about learners.
- In-service training programs need to be designed with a clear sense of the aims and how the strategies of the program are going to achieve these aims.
- In-service training programs must establish and nurture the linkage with the academic disciplines of the teacher's interest.
- In-service training programs that seek to develop or alter basic practices need to be planned on the basis of extensive interactions.
- First the target groups should be the elementary teachers, teachers from minority schools, teachers in model schools, KGBVs, Ashram schools and schools run by the department of tribal education.
- On the basis of above, an annual plan should be prepared and that plan presented in front of Programme Advisory Committee (PAC) in the DIET.
- On the basis of that an annual calendar of in-service training programme i.e. training, workshop, seminars, material development, orientation, publication, dissemination and research work to be conducted in DIET throughout the academic year, should be prepared by the Planning and Management Branch with the consultation of other branches of DIETs. The focus areas should include

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- Program for primary teachers on activity based learning-PRAGNYA.
- Programs for upper primary teachers of different disciplines i.e. language, Science& technology, Social Science and Mathematics.
- Programs for head teachers.
- School readiness program- Shala Tatparta (school readiness programme) training.
- Induction Training programs for Secondary School Principals, and teachers of Mathematics and Science.
- Capacity building of Aganwadi workers.
- New Trends in computer education.
- School safety and Media Literacy.
- Action Research Training.
- Workshop on DIKSHA.
- School based eco club activity.
- District level coordination meeting.
- KGBV teachers training.
- District level National role play competition.
- Art Integrated learning.
- Students awareness program on Drug prevention.
- Secondary school teachers on Drug prevention.
- Documentation workshop on eco-club activities
- A major program for lower primary teachers of different disciplines i.e. EVS,Mathematics, etc.
- Module writing workshop
- Teachers training on Learning Outcomes.
- Innovations sharing & writing workshop.
- State level essay & elocution competition

- District level innovation festival
- District level Reading Comprehension competition
- Resource teachers training of children with special needs.
- Teachers training on Guidance & counselling.
- Teachers training on Values and culture in education.
- Dattak Block coordination meeting.
- District level Balmela documentation workshop.
- Yoga teachers training.
- Teachers Training on School Based Assessment
- Integration of ICT in education
- Initiative in school education

Intake of one in-service training programme may be kept as 45-50 teachers, and in some case over sponsoring may be done. For every programme to be organized at DIET center, a faculty member would be designated as a programme coordinator. Expected outcomes of every programme should be clearly spelt out in terms of trainees' knowledge and skill levels it seeks to develop. Participants should be treated not only merely as trainees but also as resource persons for the programmes, and their experience should be fully utilized to enrich the programme. For every programme, two types of exercise should be conducted i.e. (a) Participant Evaluation, (i.e. pre-test/post-test) and (b) programmes & Resource Persons Evaluation.

1.7 PROFILE OF EDUCATION IN GUJARAT

Sharing borders with Rajasthan in the north, Madhya Pradesh and Maharashtra in the East and Maharashtra in the South, Arabian Sea in the West, the State has population of 6,03,83,628. The literacy rate in Gujarat is 79.31% (Male 87.2%, Female 70.73%) as per Census of India, 2011. The State consists of 33 Districts. Total number of blocks is 262 and the number of Municipal Corporation is six.

The numbers of sanctioned and functional DIETs are 26. There are eight CTEs out of which one is managed by Government and others are aided institutions. There are two IASEs located in universities. One DIET at Tapi and three BITEs (Dahod, Narmada and Dang) are going to be functional soon. Majority of the Teacher Education Institutions are managed by Private Enterprises, some are aided by Government and a few are managed by Government. There are Sixteen State Universities having Department of Education; two special universities like Indian Institute of Teacher Education (IITE) and Children University which also play a role in the field of Teacher Education. At present most of the teacher education colleges find difficulties in running Pre-Service Teacher Education Program as there are large number of trained personnel who are unemployed. The recruitment rule doesn't permit any un-trained candidates to be employed as teachers. Most of the teacher education institutions conduct in-service teacher education programs sponsored by SSA, Department of State Education and Centrally Sponsored Schemes.

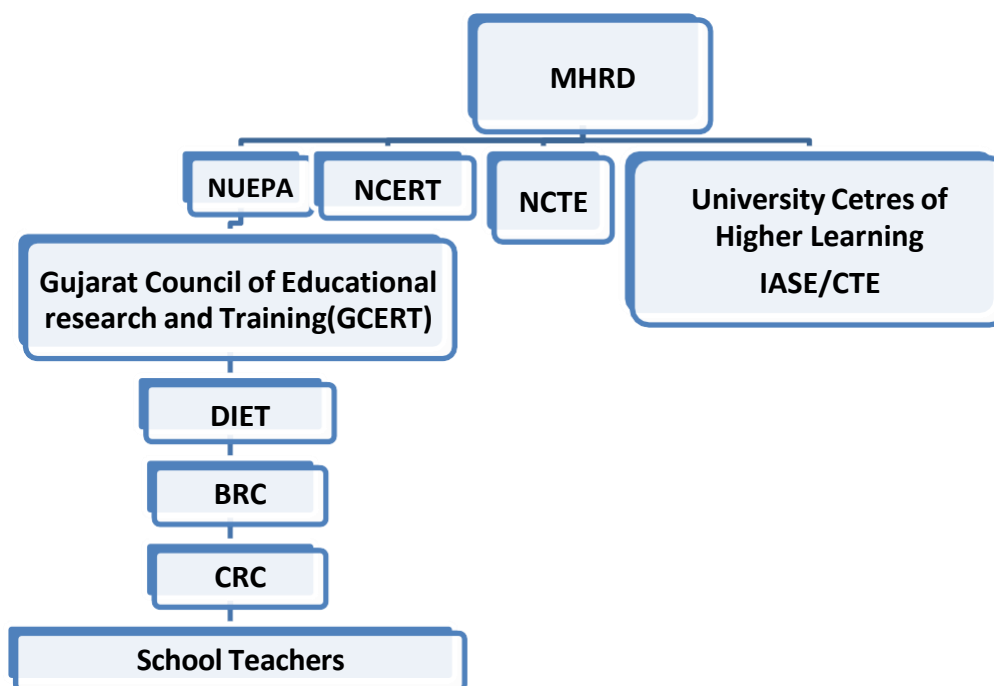
The Sanctioned strength of teachers in primary and upper primary is 1,28,300 and 74,069 respectively, but the number of teachers appointed is 1,26,702 and 52,801 at primary and upper primary levels respectively. Majority of schools at secondary and higher secondary levels are either private or aided by government. A few schools are managed entirely by the government. The number of teachers at work at secondary level is 40,627 and at higher secondary level is 37,089. The status of PTR is 1:29 and 1:24 at upper primary and primary level respectively. All teachers appointed are as per the eligibility conditions stipulated by NCTE.

1.8 TEACHER EDUCATION: SCENARIO IN GUJARAT

Teacher education has been recognized to be a very important factor for enhancing the quality of education. Hence, separate Teacher Education Institutes have been setup in the State. These institutes have been functioning since the pre-independence era. Special commissions and committees set up for teacher education have already recommended the need of such institutions. Teacher education programmes have been divided into two main sections: (1) pre-service training programmes, and (ii) in-service training programmes. These are mainly provided at three levels, viz, pre-primary, primary and secondary stages. The State education department has several other departments under it.

For teacher education, the highest authority is the GCERT. There are eight CTEs and two IASEs working under the guidance of GCERT. The teacher's training framework is depicted as below:

Teachers' Training Framework



(Source: NCTE 2010)

Pre-primary teacher education:

Pre-primary teacher education in Gujarat has had a golden history. Activity based joyful education of children had been started in 1920 by the pioneering effort of Shri Gijubhai Badheka. He published books containing the basic doctrines of pre-primary education. He imparted training to Balmandir teachers during 1920-1939.

Primary Teacher Education

If we look at the history of Primary teacher education in Gujarat, it will be clear that different committees and commissions on education have suggested various strategies and plans to implement primary teacher education in the State. The first primary teacher's training institutes (PTTI), Premchand Raichand training college, was established in 1857 at Ahmedabad. As part of its effort to strengthen teacher education, PTTIs were started. Later a few PTTIs were upgraded to DIETs; at present PTTIs new name is diploma in elementary education (D.El. Ed).

Secondary Teacher Education (B.Ed.)

The Wood's dispatch of 1854 and the Hunter Commission's report of 1882 had recommended starting training colleges for secondary teachers. In 1906, the first secondary teacher's training college was established in Bombay. The University was recognized for awarding the B.T./B.Ed. degree to trainees.

At present, there are 334 B.Ed. colleges, including self-financed colleges in Gujarat.

M.Ed. Course

There are 56 institutes where M.Ed. courses are offered including self-financed colleges in Gujarat.

Special education courses:

There are twenty-four institutions where diploma courses are offered including self-financed institutions in Gujarat; likewise, four institutions offered 2-year B. Ed. (Special education) and integrated special education programmes also offered in Gujarat.

1.9 GUJARAT COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING:

GCERT is an autonomous organization providing quality enhancement in the field of school education through educational training, research and extension activities. The organization is providing training to DIET faculties, teacher-educators, Head Teachers, Teachers, Educational Inspectors & BRC, CRC, SVS Coordinators, SMC members and other stake holders across the State. The organization also supports research work in various fields of education.

In the Gujarat State, Gujarat Council of Educational Research & Training is a leading institution in the field of School Education & Teacher Education. The erstwhile "State Institute of Education" was established for undertaking activities pertaining to Educational Research and Training. In the year 1988, it was upgraded as State Council of Educational Research & Training and named as Gujarat Council of Educational Research & Training (GCERT).

The Council is dedicated to achieve quality improvement in school education at elementary and secondary level via curriculum reformation, syllabi construction, instructional material and evaluation strategies, imparting trainings, deliberations at various levels, different methodology, innovative practices, use of ICT in education, researches etc.

1.9.1 Objectives of the GCERT:

- To bring about qualitative enhancement at all levels of education-elementary and secondary schools.
- To provide academic backup, Leadership, guidance and suggestion for the qualitative improvement of primary and secondary education through reorientation of educational content and practice.
- To provide Leadership, academic guidance, suggestions to institutions such as DIETs, CTEs, IASEs and GBTCs to achieve the goals of revamping primary and secondary education in Gujarat State.
- To provide academic support and guidance to educational institutions through visits to concerned offices, CRCs and teachers.
- To provide academic research extension and training support in the field of school education throughout the State.
- To publish educational Literature and training modules.
- To organize innovative programs for the propagation and dissemination of new trends and approaches related to education.
- To guide and monitor the functioning of CTEs/IASEs and other institutions under the State Department of Education.
- To assist/advise the Department of Education, Government of Gujarat to implement its policies and major programs in the field of primary and secondary education.

1.9.2 Role & Functions of the GCERT:

- Organizing in-service and pre-service training programs for primary and secondary teachers & teacher educators.
- Undertaking the preparation and publication of reference material, supplementary materials, periodicals and other literature as may be necessary for furtherance of its objectives.

- Undertaking, assisting, promoting and coordinating researches in all branches of education.
- Revising curriculum for elementary education and evaluation system.
- To act as an educational authority for deciding curriculum and evaluation strategy in the State.
- Implementing programs related to Adolescence Education, Population Education, Distance Education and Environment Education.
- Conducting research, innovations, case studies and experiments, projects in the field of primary and secondary education.
- Providing academic assistance/guidance to educational institutions and concerned offices, CRCs, BRCs and schools.
- Developing and disseminating improved educational techniques and practices in the schools.
- Revising and upgrading the curriculum of training colleges (D. El. Ed. & B.Ed.) with the changing times.
- To exercise academic and administrative control over DIETs, CTEs and IASEs.
- To exercise academic control over PTTIs and primary schools affiliated to District Education Committees.
- Co-coordinating with National, inter-State and intra-state level agencies working in pursuit of quality in education.

1.9.3 Organizational structure of GCERT:



(Source: GCERT, 2019-2020)

1.10 THE EMERGENCE OF DIETs.

The revised program of Action (1992) of National Policy on Education (NPE, 1986) stated 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 teachers through the teaching learning process. Teacher selection and training, competence and motivation, among other things, impinged directly on teachers’ performance (NPE 1986).

The Programme of Action (POA) 1986 envisaged, “setting up of District Institute of Education and Training (DIETs) to provide quality pre service and in-service education to teachers (as well as Adult & Non Formal Education (NFE) personnel), to provide academic and resource support to the elementary education systems and to engage in action research and innovation in these areas”. In line with the above, the DIET Guidelines (1989) define the mission of DIETs in the following words: “To provide academic and resource support at the grassroots level for the success of the various strategies and programmes being undertaken in the areas of elementary education”.

It was expected that by the end of the 8th five-year plan, all districts of the country would be covered under the DIET scheme. The DIET scheme was initially proposed as a centrally sponsored scheme for the 7th five-year plan. The central funding was then extended to the 8th five-year plan, and extended even further to the 9th five-year plan. By mid-1999 about 375 DIETs had been set up, while the total number of DIETs sanctioned was 451. Few decades have passed since the DIET scheme was launched in the country. During this period, different States began implementing the scheme at different points of time. Even within a State, DIETs were set up in more than one phase. Consequently, today some DIETs are older than others.

Currently while the sanctioned number of DIETs is five hundred and seventy-one, there are a total of five hundred and fifty-five functional DIETs across thirty-five states and union territories in India (NCE, 2015).

DIETs have developed in various ways and to varying degrees in different States and districts. It needs to be mentioned at the outset, that because of a variety of reasons, many DIETs have fallen short in a number of respects in reaching close to the vision that was outlined for them in the Guidelines. Still fewer have been able to enlarge or diversify their role further in respect of improvement of quality of elementary education in the district. This dissatisfaction with the performance of DIETs has been evident in many national and state level meetings, discussions and seminars.

However, despite the shortfall in expectations, the importance of the concept of DIETs cannot be negated. Creation of an institute at the district level to provide quality training and education to teachers, to provide academic and resource support to the elementary education system of the district and to engage in action research and innovation in these areas is a meaningful step towards universalization of quality elementary education.

The setting up of DIETs is also a move towards decentralization, as a DIET can become the nodal unit at the district level to carry out local need and research based planning for elementary education. A significant factor in the DIET scheme is that it gives no directives; it has only a set of guidelines, to enable the DIETs to grow and evolve in the local context. Consequently, the States have considerable freedom in setting up and promoting these institutions as per their own needs and experience.

Given the importance of these institutions, it is important to understand the experience of the planning, organization and implementation of in-service training programmes of the DIET scheme in different districts of Gujarat State.

1.11 DISTRICT INSTITUTE OF EDUCATION AND TRAINING:

The idea of DIETs was first proposed by the National Policy of Education (1986) and sanctioned under the Centrally Sponsored Scheme (CSS) for restructuring and re-organization of teacher education implemented in 1987. DIETs were meant to add a third, district tier to the existing support system at the national level (the National Council for Educational Research and Training, NCERT) and the state level (the State Council of Educational Research and Training, SCERT). It was envisaged that this would ensure wider coverage as

well as provide qualitatively better support for addressing the needs and problems of the particular district on account of being closer geographically and therefore more to its specific context (Azim Premji Foundation, 2015).

District Institute of Education and Training is a nodal agency for providing academic and resource support at the grass root level for the success of various strategies and programmes undertaken in the areas of primary and adult education, with special reference to universalization of primary education, National Literacy Mission (NLM) targets with regards to functional literacy in 15-35 age group. DIETs are the special institutions established with the special aim of improving primary education.

Until NPE (1986), academic and resource support to the area of primary education was being provided largely at national and state levels only by institutions like NCERT, NIEPA and SCERTs. In the area of adult education, the support was provided by the Central Directorate of Adult Education at the national level and by State Resource Centers at the State level. Below the State level, there were elementary teacher education institutions, but their activities were confined mostly to pre-service teacher education. The basic transaction approach of the DIET is placing the learner at the center to make education a joyful, innovative and satisfying learning activity, rather than a system of rote and cheerless, authoritarian instruction. In the case of adult education programmes, functional literacy should be imparted to adults in a participative learner-centric mode.

1.11.1 Special Target groups of DIETs:

To promote equality and inclusive education, it will be necessary to provide for equal opportunity to all not only on access, but also in the conditions for success (NPE 1986). The concept of national system of education envisages access for all students, irrespective of caste, creed, location and sex. The DIETs in all aspects of their work would have to give primary attention to promotion of education of the following groups:

- Girls and women
- Schedule caste and scheduled tribe

- Minorities
- Children with special needs
- Other educationally disadvantaged and weaker sections- working children, slumdweller, inhabitants of hilly, desert and other inaccessible areas etc.

1.11.2 The Goals of DIETs:

The following goals are expected to be achieved by the DIETs: -

- Provide leadership in innovating pre-service primary teacher training.
- Contribute to development of quality learning materials for primary education.
- Carry out innovations for improving the functioning of primary schools.
- Conduct in-service training programmes to primary school teachers.
- Carry out base empirical studies to improve the primary schools.
- Train functionaries in NFE and adult education.
- Provide support to district authorities in planning UEE.

The guideline proposes to give adequate functional autonomy i.e. academic, administrative and financial.

1.11.3 Functions of DIETs:

The official DIET guidelines (MHRD 1989) expected to pursue three key functions: -

1. Training and orientation of the following target groups (elementary school teachers, Head Masters/teachers, officers of education department up to block level, NFE and adult education instructors and supervisors, members of district boards of education and village education committees, other community volunteers, resource persons who will conduct suitable programmes at the centers other than the DIET)
2. Academic and resource support to the elementary and adult education systems in the district in other ways.
3. Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education (MHRD1989: 8).

1.11.4 Structure of DIETs:

In order to facilitate suitable structure to implement the innovative concept of DIET, seven academic branches have been suggested: –

Table 1.4

Suggested branches and staffing of a DIET as envisaged in the Guideline

Sr. No.		DIET branches	Staffing
1.	PSTE	Pre-service teacher education	8 + 1 Lab Assistant
2.	WE	Work experience	3
3.	DRU	District Resource Unit	5 + 2 clerks
4.	IFIC	In-Service Programmes, Field Interaction and Innovation Coordination	2 + 1 clerk
5.	CMDE	Curriculum, material development and evaluation	2
6.	ET	Educational Technology	2 + 1 Technician
7.	P & M	Planning and management	2 + 1 Statistician
		Total	24 + 6
		Library staff (librarian + clerk); office superintendent, accountants, 5 clerks (including 1 for hostel); 6 class IV staff, hostel warden (faculty member)	15
		Grand Total	45

Source: (DIET Guideline, MHRD 1989)

Staff would be required to teach in the following areas: -

1. Foundations of education and pedagogy
2. The subjects taught at the elementary stages, namely;
 - i. Languages taught at the elementary level in the district
 - ii. Mathematics
 - iii. Environmental studies, social science
 - iv. Work experience

- v. Art education
- vi. Health and physical education
3. Non- formal education
4. Adult education
5. Curriculum, materials development and evaluation
6. In-service programmes, field interaction and innovation coordination
7. Planning and management
8. Educational Technology

Staff should have a Master's degree in both a subject area and in education, and seven years of elementary sector experience. Ideally, a principal is expected to have a PhD (MHRD 1989).

1.12 BRANCH WISE FUNCTIONS OF DIET:

The functions of DIET, as spelt out in the POA (1992) are as follows:

The major functions of DIETs are pre-service education at primary level, in-service education to primary teachers as well as non-formal and adult education functionaries, resource support to primary schools and adult education centers as well as action research in the area of primary education and adult education. Details regarding the functions of various branches of District Institute of Education and Training (DIET) are as under:

1.12.1 Pre-service Teacher Education (PSTE) Branch

DIET will organize two years' teacher training programs for around 50 students. The minimum academic qualification for admission is senior secondary / graduate. The curriculum to be followed in DIETs shall be approved by NCTE in due course of time.

- Organization of Pre-Service Teacher Education for Elementary Teachers.
- Promotion of child centered education, preparation of aids and action research.
- Multi grade / peer group teaching for NFE / AE

- Providing guidance service in schools / NFE / AE Centers.
- Learning and remedial instruction for first generation learner.
- Education of mild and major disabled children.
- Provide inputs to other branches of DIET.
- Maintenance of laboratories, resource room, supporting curricular activities in areas specified in school curriculum.

1.12.2 Work Experience (WE) Branch

This branch will identify locally relevant areas related to work experience. The curricular materials, low-cost teaching aids and evaluation by tools / techniques etc. will be developed by this unit. It will also help educational authorities to plan and implement work experience in the district effectively in all the schools and AE / NFE centers.

- Identification of work experience areas and development of TLM.
- Help school / NFE / AE authorities to introduce work experience.
- Conduct in-service program to help staff in the area of work experience.
- Provide WE input in all the programs of DIETs.
- Maintenance of DIETs.
- Organization of community service activities.
- Maintain workshop and work related hobbies.

1.12.3 District Resource Unit (DRU) Branch

DRU branch assists educational authorities in planning and co-ordination of training programs for adult and non-formal education personnel in the district. The instructional and training materials related to adult and non-formal education will be developed by this branch. The necessary evaluation tools and technique will also be prepared for judging effectiveness of the program. The functions of DRU branch are:

- To assist educational authorities in planning and co-ordination of training programs for AE / NFE personnel.

- To evaluate and monitor the quality and efficacy of training programs for NFE / AE personnel held in and outside the DIET and to strive for their continuous improvement.
- To maintain a database on all NFE / AE personnel who undergo training at the institute, and to organize follow up activities pursuant to such training.
- To undertake field interaction work with regard to AE / NFE projects and centers in the district, and to act as the referral unit for academic problems thrown up by the field in the areas of NFE / AE.
- To conduct curricular and extracurricular activities for teachers and students.
- To conduct in-service training programmes for Government/aided and unaided secondary school teachers on adolescents, population education and school health programmes.

1.12.4 In-service Programs, Field Interaction and Innovation Coordination (IFIC) Branch.

Continuous in-service education of teachers is necessary to keep them updated with changes taking place in their professional environment and to develop their skills and attitudes in the light of their changing role. Latest approaches and methodologies should be followed in the training. This branch should also have interaction with field to identify problems and prescribe solutions. Action research and experimentation needs to be conducted to tackle the specific problems. These field experiences should be used in different in-service education programs.

The functions of IFIC branch are:

- Planning and co-ordination of in-service education.
- Identify teachers for training, prepare annual calendar of training in and outside DIET.
- Acts as the nodal branch for organizing in-service program for all categories of staff in elementary education, resource program using distance, distance - cum teaching mode.
- Evaluate / monitor the quality and efficiency of work program in and outside the DIET.
- Serve as a reference / resource Centre.

- Serve as nodal branch for all action research.
- Identify innovative teachers / innovative practices
- Prepare booklet of innovations done by teachers and disseminate among teachers
- Facilitate dissemination of information and coordination of activities.
- Planning and coordination of in-service training for school heads at school level.
- Conducting research and action researches

1.12.5 Curriculum Material Development and Evaluation (CMDE) Branch

Curriculum for elementary teacher education, adult education and non-formal education needs to be developed according to local environment and circumstances. The curriculum developed at the district level should include topics like local geography, folklore, legends, customs, forest, flora and fauna, fairs and festivals, demography, geology, minerals, agriculture, industry, communities and tribes etc. This branch may also conduct development of techniques and like test, question banks, rating scales, observation schedules, diagnostic testing to be used for continuous and summative learner evaluation. The other functions of CMDE branch are:

- Development of curriculum for elementary education and elementary teacher education.
- Develop tests for evaluation, diagnostic and remedial teaching as well as prepare guidelines for teachers.
- Assessment to be undertaken in samples for minimum learning competencies.
- Publish periodicals / journals for the use of elementary school teachers and other faculties.

1.12.6 Educational Technology (ET) Branch

Educational Technology Branch plays a vital role in effective teaching and learning process by the means of technology. This branch will prepare low cost teaching aids like charts, diagrams, models, photographs, slides, audio tapes etc. for elementary and non-formal education and provide training to teachers and prospective teachers in these technology in teaching.

The functions of ET branch are:

- Development of simple low cost teaching aids for various subjects related to elementary education and elementary teacher education. The same attempts shall be made for NFE / AE.
- Maintenance of the audio-visual equipment including a library of such materials and films with lending and borrowing facilities.
- Organizing workshops for material development as per curriculum.
- Liaison with TV, AIR for broadcast on relevant topics in the areas of elementary teacher education.
- Develop appropriate tests of evaluation of such TV / AIR program.
- Provide inputs to other pre-service and in-service programs.

1.12.7 Planning and Management (P & M) Branch

Planning and Management Branch plays an important role in the functioning of DIET. This unit will maintain an appropriate database for the district regarding universalization of elementary education-UEE and National Literacy Mission. In this regard, some studies on enrolment, retention, regularities and attendance including SC/ ST children may be conducted for framing policies. It also provides technical assistance in the areas of school mapping, micro planning for specific areas, school complexes and instructional areas etc. Besides this, it acts as nodal branch to select all programs of community involvement in basic education, particularly district board of education, school management committee and community leaders etc.

The functions of P & M branch are:

- Prepare database for educational planning within the district and monitor facilities of UEE / NLM.
- Conduct policy oriented research in the areas of enrolment, retention, attendance, interventions, community perception and participation, development of norms on elementary school children of NFE / AE.
- Provide assistance to educational authorities in school mapping, micro planning for UPE / UEE in area specific group and institutional planning and evaluation.

1.12.8 Other functions of DIETs in Gujarat.

As a part of National Policy of Education, DIETs were formulated in Gujarat in 1989. There are 30 DIETs in Gujarat, one in each district. Most of the DIETs in Gujarat are in urban areas, 05 in Municipalities and Panchayat areas.

As directed in the DIET Guideline, seven branches are functioning in all DIETs. All the members in the faculties are working together irrespective of their different branches. On an average, 5000 teachers are receiving faculty wise training from DIETs. For conducting Cluster Level In-Service Training and Field Interaction in all the schools and blocks, charges have been given to each faculty member.

Along with adequate attention on Pre-Service Education, DIETs of Gujarat have greatly emphasized on In-Service Teacher Training Programme covering almost every level

i.e. Anganwadi to Higher Secondary Schools.

1.13 NEED AND SIGNIFICANCE OF THE STUDY:

Continuing professional development and support for teachers in service has been emphasized in various policies and reports. The Kothari Commission (1964-66), advocated the need for continuous professional education of teachers keeping in mind the rapid advances in various fields of knowledge and evolution of pedagogical theories and practice; the Chattopadhyay Committee (1983-85), added that if there is to be a change in the approach of teaching there has to be first a change in Teacher Education and concurrently in professional education.

The National Policy of Education (NPE, 1986) called for a continuum between pre- service and in-service teacher education. The National Curriculum Framework of Teacher Education (NCFTE, 2009) stressed the need for renewal or up-gradation in the knowledge and practice of teachers already in school; and, the 12th five-year plan, (2012-2017) called for enhancement in the quality of teachers' training for improving teacher competence.

In-service Teacher Training has received considerable attention in the post-independence period as it was perceived as an essential input to achieve the goal of universal elementary education of children in the age group 6–14 years, and to ensure overall improvement in the quality of school education.

The District Institutes of Education and Training (DIET) were established in 1987 to provide on-site support to teachers in the field. DIETs were established with the objective of organizing pre-service and in-service programmes for elementary school teachers and for the personnel working in non-formal and adult education.

District Institute of Education and Training is a nodal agency for providing academic and resource support at the grass root level for the success of various strategies and programmes undertaken in the areas of primary and adult education, with special reference to universalization of primary education and National Literacy Mission(NLM) targets with regards to functional literacy in 15-35 age group. DIETs are the special institutions established with the special aim of improving primary education.

Besides developing the quality of teachers through pre-service and in-service programmes, the DIETs were also set up to share the responsibility for making adult education; non-formal education and literacy drive a success.

The central and state governments are spending a huge amount for the organization of in-service training programmes. This investment demands a good return in the form of quality in elementary education. As DIETs are responsible for the in-service training aspect of the concerned district, detailed study of DIETs from various perspectives will help to understand the role played by them with respect to in-service training. The improvement reflected in the quality of elementary education, as a result of various programmes designed by DIETs to support school system, needs to be periodically reviewed.

Research studies conducted on the functioning of DIETs have revealed that in large number of DIETs, units like Planning and Management, Curriculum and Material Development, Educational Technology etc. were found almost non-functional and in-service programmes were conducted without a long-term

perspective (NIEPA, 2000). The Azim Premji Foundation Report (2010) on the status of DIETs in India reflected that most of the DIETs which were visualized as Teacher Training and Curriculum Development Institutions, have failed to live-up to their roles. The performance of DIETs across the country have not been satisfactory. Findings from the Study conducted by the National Coalition for Education (2015) revealed that serious restructuring and reviving of these institutes are required.

Keeping in mind the importance of in-service training and the role played by DIETs, the researcher, himself a Faculty of DIET Vadodara and closely associated with many training programmes conducted by DIETs across the State, felt it necessary to address these concerns related to the quality of in-service teacher training and conduct a research Study focusing on the different components of the ongoing In-Service Training Programs conducted by DIETs of Gujarat; identifying the problems faced by DIET Teacher Educators in organizing such Programmes; studying the views and reactions of the functionaries and beneficiaries with respect to different components of the In-Service Teachers' Training Programmes as well as studying the selection procedure of resource persons for the Training Programs.

Teacher education is a pressing issue and requires attention for improving the quality of education being offered in schools. Even today, if we want to evolve a systemic approach to ensure universal education of a quality that is reflected in the National Curriculum Framework 2005, the idea of the DIET continues to be central (NCE, 2015). Despite this, not too many studies have been conducted in the last decade regarding the functioning of DIETs, and thus the need to address this important area.

1.14 STATEMENT OF THE PROBLEM

A Study of Organization and Implementation of In-Service Training Programmes conducted by District Institute of Education and Training (DIETs) of Gujarat.

1.15 RESEARCH QUESTIONS OF THE STUDY

1. What kind of in-service training programmes are conducted by DIETs?
2. What are the needs of teachers regarding further training?
3. What is the opinion of teachers regarding in-service teachers' training programmes?
4. Whether in-service training programmes have any impact on the overall performance of the primary school teachers?
5. What are the themes/areas covered under the DIET in-service training programmes?
6. What are the problems faced by DIET Lecturers in organizing in-service teacherstraining programmes?

1.16 OBJECTIVES OF THE STUDY

1. To study the different components of the ongoing in-service training programmesconducted by DIETs of Gujarat.
2. To identify the problems faced by DIET Lecturers/Teacher Educators in organizingin-service training programmes.
3. To study the selection procedure of resource persons in the in-service teacherstraining programmes.
4. To study the views and reactions of the functionaries and beneficiaries of in-servicetraining programmes in terms of:
 - Training needs,
 - Training materials and modules,
 - Transactional modalities, and
 - Planning, organization and implementation

1.17 EXPLANATION OF THE TERMSIN-SERVICE TEACHER TRAINING PROGRAMMES:

In-service Teacher Training programme refers to the training Programmes organized for in-service teachers to refresh their knowledge and update them with respect to newtrends in education, new pedagogies and skills for improving the quality of education, conducted by DIETs of Gujarat.

District Institute of Education and Training (DIET):

District Institute of Education and Training are the special institutes which have been established by the Government of India in each district as per the guidelines provided by the MHRD. District Institute of Education and Training is a nodal agency for providing academic and resource support at the grass root level for the success of various strategies and programmes undertaken in the area of primary education, with special reference to universalization of primary education. Presently there are 30 DIETs in the State of Gujarat.

Organization and Implementation: In this Study, Organization refers to the systematic and planned approach adopted for conducting the Training Programs while Implementation refers to the execution of the different components.

1.18 DELIMITATION OF THE STUDY:

The Study was delimited to the DIETs of Gujarat and the in-service teachers' training programs organized by these DIETs during 2018-2019 and 2019-2020. Study was delimited to Functionaries and Beneficiaries (DIET Principals, Lecturers, Head Teachers, Resource persons, Primary school Teachers) who had organized / attended the in-service training programs during these 2 years. Primary schools were limited to schools which were managed by the District Primary Education Committee and Municipal School Boards.

1.19 ORGANIZATION OF THE STUDY:

The present Study is reported in five chapters. The detailed organization of the chapters is given as follows:

Chapter I: Introduction

Chapter I is entitled as 'Introduction'. This chapter deals with the conceptual framework of the study including the components like, the changing context and concerns- National Recommendations for quality improvement, in-service teacher education in India, principles of organizing in-service teacher training, teacher education profile of Gujarat, role and functions of GCERT, emergence of DIET, the role and functions of DIETs, need and significance of the study, research questions of the study, statement of the problems, objectives of the

study, explanation of the terms, delimitations of the study and organization of chapters.

Chapter II: Review of Related Literature

Chapter II is entitled as 'Review of Related Literature'. This chapter provides the overview of the review of research work carried out in the area of in-service teacher training. This chapter also deals with research perspective in teacher education, status of research in teacher education, research studies conducted in education and teacher education, studies related to in-service teacher education program conducted abroad as well as in India, research gaps, implications of the studies reviewed for the present Study and Rationale of the Study.

Chapter III: Methodology

Chapter III is entitled as 'Methodology'. This chapter deals with the methodological procedures used in the present Study including the major points like, design of the study, population, sample, procedure of sample selection, tools for data collection, development of tools, procedure of data collection and data analysis techniques used in the present Study.

Chapter IV: Analysis and Interpretation of Data

Chapter IV is entitled as 'Analysis and Interpretation of Data'. This chapter deals with the analysis and interpretation of data as per the Study objectives.

Chapter V: Summary, Major Findings, Discussion and Suggestions

Chapter V is entitled Summary, Major Findings, Discussion and Suggestions and includes the summary, major findings of the Study, discussion, suggestions for further research studies and conclusion.

The chapter is followed by references and appendices.