CHAPTER - III

A REVIEW OF RELATED LITERATURE

Need to know about related literature in any field of enquiry. Survey of related literature does not only form of one of the early chapter of the thesis but also serves other useful purposes.

"The student should find, analyse and evaluate critically every pertinent research report dealing with his chosen problem".

"The review of the literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of the unnecessary duplication. It also provides comparative data on the basis of which to evaluate and interpret the significance of one's findings. In addition it contributes to scholarship of the investigator."

John W. Best stated that practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past."
Of late, teacher education has received special attention from the educational planners as well as the educational researcher. The teacher is now considered as the main spring for all educational innovations in every country. In India teacher has always enjoyed a prominent position in the system of education and his behaviour has been watched with almost care and caution from the earliest days.

The main purpose of research in teacher education should be the improvement of programmes of the training and education of teachers for our schools. Department of education in various Universities, College of education provide various courses in the preparation of teachers for secondary schools. A comparatively new but productive field, teacher education is open to many kinds of research. Research into the goals of teacher education, the ways of reaching those goals interm of curriculum, syllabus and activities, into the methods and sources of educating teachers and the relative merits of the one or two year professional training after general education and the concurrent general and teacher education course.

The programme of in-service education of teachers have attracted the attention of some investigator.
In the domain of advanced type of research, investigation on education and educational in-service training not as a matter of convention or tradition but as a pure scientific approach. It is widely accepted by well known educational thinkers and administrators to pin down certain investigations, references and to understand and appreciate the value of the work done whether intrinsic or extrinsic and moreover to scrutinise the independent outlook, one might find in such thesis. It becomes of times, of paramount importance for the further investigation to judge the percentage of originality in the thesis - and to review the utility, method and techniques of research, employed in the work. This has also meaningful objective for the further investigator to take a note of deficiencies, similarities and differences among various thesis produced. The modern approach demands that on the basis of such researches reviewed, the new investigator has to decide upon certain factors, new changes required to be inserted as well as the signify in what way the present work is supported to bring out new contributions and thereby the originality in the work undertaken.

In the field of in-service education the direct sources of information are used in the form of educational literature of the following :-

2. Government Publication (Education Commission) on education.

3. Graduate, Doctorate and other thesis.

4. Periodical literature found in journals.

In-service education is a basic need of any professional worker and facilities ought to be provided by those responsible in the field.

**BOOKS:**

Four books are available of concept of in-service teacher Education.

*In-service Teacher Education by H.S.S. Lawrence*

The books contains following chapters -

1. The meaning and importance of In-service Teacher Education.

2. Individual Self-Development by Teachers in-service.

3. Democratic school Administration and teacher growth in service.

4. Teacher growth in-service through, Refresher Courses.

5. Workshops for working teachers.

6. The Teacher's College and In-service Teacher Education.
7. In-Service Teacher Education through School Community Relations.

8. Teachers Organisations and Teacher Growth In-service.

9. Responsibility of Government in promoting In-service Teacher Education.

10. Incentives to Teacher education In-service.

11. Summary and Conclusions.


First five chapter, the author defines the concepts, meaning and importance of in-service training, democratic school administration and activities undertaken by different agencies. The author also defines the professional growth of teacher through in-service education.

Reading In-service Education:

This book is greatly useful to the in-service and extension workers, published by Sardar Patel University, Vallabh Vidyanagar. Dr. M.B. Buch Collected and editing the material from the different sources. The book is divided into six section.
The first section deals with the need for in-service education and the theoretical framework for extension education in India. The section brings out clearly the philosophy, the nature and the role of educational extension and the general implications for the organisation of programmes for continuing education of teachers and other educational personnel.

The second section discussed the procedures and practices, the methods and techniques that could be employed in programme of in-service education.

The third section of the book discusses the in-service programmes for different categories of teaching personnel including school teacher, teacher...
educators, college and university teachers. The paper in this section deals with some of the vital problems of in-service education of teachers and the organisation of such programmes for the other categories of educational personnel.

Fourth section of the book is devoted to roles and responsibilities of various agencies in the field of in-service education workers. For an effective programmes of in-service education of school teachers, the school is the first place where such programmes should be started. It is clear that the role of the school principal comes into focus. The school principal and the school supervisor have to provide the right type of educational leadership and put the teachers on path of self development by providing a wide variety of opportunities for their in-service growth. In a country like India, where education is a state subject, the state departments of education, through their specialised agencies like the state institutes of education, science institutes of education, have a major role to play in the organisation of continued professional growth activities for the teacher and other educational personnel.

Two of the papers in this section define elaborately the different roles and responsibilities of an in-service education worker and highlight the major areas of his programme.
The fifth section of the book briefly outline the organisation and the programmes of in-service education in the U.S.A., U.K., U.S.S.R. and Philippines. The programme of in-service education in India was planned with the active involvement of the educational experts from some of the universities in the U.S.A. The section has been written by authors who have had the first hand experience of in-service education programmes being conducted in those country.

In the sixth section, the practices, technique problems of evaluating the impact of extension work. In terms of the stipulated goals are discussed. The illustrative material presented is particularly useful to any evaluating agency interested in assessing the fruitfulness of his own programmes or those of others.

The International Encyclopedia of Teaching and Teacher Education:

The development of process of teaching and teacher education is widely spread. Specialized literature on the problems of in-service education for teachers indicates trend in this field. The need of the subject. The international educationalist Mrs. Michanel J. Dunkin has published the encyclopedia - "Teaching and Teacher education". She is a famous educationalist. She has written the research paper on the subject of teacher education in 1985.
In introduction of the book she said -

"Developments in the study of teaching and teacher education have reached a stage where this encyclopedia is warranted. In 1985 the growth towards maturity in these two crucial areas of educational knowledge was evidenced by three, particularly significant occurrences. One was the creation of special division of teaching and Teacher Education, within the American educational Research Association. The largest such organization in the world. Another was the formation of the European Association for Research on Learning and instruction, the first such association in that continent".

This encyclopedia is designed to enable readers to learn about key concepts from scholarly comprehensive and systematic expositions brought together within an organizing framework, that facilitates integration and permits easy cross referencing. Its entries were written by leading scholars from many countries. The authors were invited initially to contribute to the International encyclopedia of education; Research and studies whose entries in the area of teaching and teacher education.

Following articles have been written in this book.
Section 6 - Teacher Education.

The encyclopedia section 6, three subsections deal one topic of In-service teacher education.

In the topic of In-service Teacher education.

M.Erant discusses as below:

1 - Policy overview
2 - Basic Assumptions
3 - Teacher oriented Perspectives
4 - School oriented perspectives
5 - Government perspectives
6 - Higher education oriented perspectives.
7 - Evaluation and Research.

Author defines the topic of In-service education -

Those education training activities engaged in by primary and secondary school teachers and principals, following their initial professional certification, and intended mainly of exclusively to improve their professional knowledge, skills and attitudes.
in order that they can educate children more effectively.

1) They believe that educational practice needs closely linked to National needs and/or the needs of the local community.

2) Approaches to educational change which neglect the INSET dimension are usually unsuccessful.

3) Teachers like other adults need continuing education to keep abreast of changes in modern society.

4) There is growing concern in some countries about the quality of teaching and career development of those who have less basic education and training than current recruits in teaching.

5) Demographic trends have reduced the demand for new teachers in some countries, cutting off one important source of new ideas, diminishing career prospects, and focussing attention on those teachers who are already in service.

6) The general feeling that education has failed to fulfill the hopes of the expansionist are between 1964 and 1974 has created a public pressure for improved school performance".

Extension Service Project In India:

It improves the quality of in-service education in
India. The Government of India established a Directorate of Extension Programmes for Secondary Education (DEPSE) in 1957.

Director of DEPSE published a booklet in which co-ordinators have guided on 23 points in the booklet.

2.3 EDUCATION COMMISSIONS:

In 1953 Indian Government Appointed The Secondary Education Commission:

Under the Chairmanship of Shri. Dr. A.S. Mudliyar.

Chapter No. 12 of commission recommended -

"However excellent the programme of teacher training may be, it does not by itself an produce an excellent teachers. It can also engender the knowledge, skills and attitude which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience. Increased efficiency will come through experience critically analysed and through individual and group effort at improvement. The teacher training institution should accept its responsibility for assisting in this in-service stage of teacher training. Among the activities which the training college should provide or in which it should collaborate with
(1) refresher courses (2) short intensive courses in special subject (3) practical training in workshop (4) seminars and professional conferences. It should also allow its staff where possible to serve as consultants to a school or group of schools conducting some programme of improvements."

The All India Council for Secondary Education was set up as an autonomous body by the Government of India in the year 1955. The council was entrusted with the task of organising such a programme as could improve the quality of education at the secondary level. The various programmes undertaken by the council, included the setting up of machinery to develop and implement a sound programme of in-service education for secondary teachers in the country. The council established extension services centres in 24 (twenty four) teacher's colleges in the country in 1955.

During 1957-58 more extension services centres were opened in teachers colleges and the number of colleges organising extension programmes reached 55 (fifty five).

Report of the Study Group on The Education of Teachers in India (All India Association of Training Colleges, Baroda, March 1964):

N.C.E.R.T. Institution has appointed a study
group in co-ordination with All India Association of Training Colleges

(1) to study the present position of Training programmes of secondary schools Teachers in India.

(2) Necessity of Secondary School Teachers during forth five year plan.

(3) To recommend the Solutions/Renound Renound education list in India was included in the study group. Every member of this study group has prepared a research note on every aspect of secondary Teacher Training Programme, and discussed on it.

The following difficulties were put forth before the study group:-

1. A appraisal of present position and identification of the areas of deficiency and weaknesses.

2. Requirement and supply of Teachers in the years ahead.

3. The objective of teacher education that the study group would like to place before the country.

4. The administration and organization of teacher education - the role of universities-
relationship with the State Departments of Education. The possibility of evolving an organization which can take a unified view of teacher education in the state as well as at National Level.

5. Responsibility of teachers training institutions for In-service education of teachers.

After discussion on above important subjects a study group was appointed to study following four aspects.

1. Planning
2. Organisation and Administration.
3. Programme of trainings and
4. In-service education and teaching.

Above subjects were allotted amongst two groups and discussed thoroughly on it. After the discussions and articles were prepared on following subjects.

1. Education of Secondary Teachers and the perspective plans.
2. Government and Teacher Education
3. The comprehensive college of education.
5. Practice Teaching.


7. Other important matters.

The New Seventh Chapter of this Group Study Report is

In-Service Education:

In this chapter the necessity of teachers in-service education is narrated as below :-

Pre-service Education is put the beginning of the process of education which a teacher must continue through constant in-service work.

In-service training has, therefore, to be recognised as an essential element in teacher education. It needs to be organised for:

1. Secondary School Teachers
2. Teachers Educators, and

Co-operation between preservice education and In-service training has been started due to different In-service training programmes organised by Director of Extension Programmes for Secondary Education and extension service centres. In-service training programme has become a part of preservice education programme.
During 1955, 24 and in 1957, 30 Extension service centres were established in whole India. It was recommended that Education Department of Government of India should take cognisance of increasing the number of extension service centres during the period of Fourth Five Year Plan and thereafter.

"Thus the In-service education programme for teachers should become a regular feature of every teacher training college or Institution. In working out the teaching load or the training college staff; this work should also be taken into account. The entire success of the programme will however, depend on how all the teachers of a given area are involved in it.

The teachers training colleges should give guidance upto first two years as soon as a teacher starts serving in the school after completion of professional training (B.Ed. training). For this Head Masters, supervisors and education officers should give guidance combinely. Internship for fresh trained teachers should be started after completion of professional training (B.Ed. training) like foreign countries. Similarly In-service, training should be made compulsory to those teachers who are not trained by service. Every teacher whether he may be trained or not, should attend such programmes every year and should get acquainted
with teaching methods, technique and subject knowledge in the field of education.

For this, recommendation of study group is as below:-

1. An In-service programme in teacher education of every comprehensive nature is an urgent necessity of the country. It needs to be organised for secondary school teachers, teacher educators and educational leaders.

2. So far as new teachers are concerned, every training college should assume responsibility for actively assisting the new teacher during the first two years of his service in the school after he has completed his professional training.

3. Every training college should conduct in-service programme for teachers within its area and this should be a regular part of its programmes. In working out the teaching load of the training college staff; this work should also be taken into account.

Thus this study group has diverted the attention of Government of India, Educational experts and probably most of principals, professors of educational colleges and proprietors of Institutions towards In-service training programme.

The most important and urgent reform needed in education is to transform it to endeavour to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realisation of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national investigation, accelerate the process of modernization and cultivate social, moral and spiritual values.

The Education Commission was appointed by the Government of India by Resolution dated 19th July 1964 under the Chairmanship of Dr. Shri. Kothari.

The commission has made following suggestions in respect of In-service Education of School Teachers:

1. A large scale and co-ordinated programme of in-service education for teacher should be organised by Universities, training institutions and teacher's organisations for teachers at all levels. The target should be that, every teacher will receive at least two or three months in-service education in every five years of his service.
2. The programme of summer institutes for the in-service training of secondary school teachers should be extended with systematic follow-up and active collaboration among the agencies concerned.

3. Continuing in-service education of teachers need the support of research in education. The result of research should flow down to the class room teacher and stimulate him for experimentation in his work. Similarly, the problems of the class room must climb up to research institutions for an effective and practicable solution. This two-way traffic could be considerably stimulated by summer institutes, and state institutes of Education.

State Government should appoint state level co-ordination committee for Extention programme to direct Administration and educational guidance committee should be constituted with following members:

1. Director of Education - President
2. Deputy Director of Education - Member
3. Honarary Director - --do--
4. Honarary Director - --do--

(Primary Extension Service Centres)
5. Co-ordinator - --do--
(Primary Extension Service Centres)

6. Co-ordinator - Secretary
(Extension Service Centre)

The Teacher And Society:

The Report of the National Commission on Teachers

Part I (1983-95)

Government of India have established two commissions in 1983 under the chairmanship of Dr. Shri. D.P. Chattopadhyay to study the importance of a teacher and his role in National Progress. Out of this one commission was for primary education and second commission for higher secondary and Technical education.

National commission on teachers, Part-I have collected the information on following points:

1. Educational institute, pupils strength, Teachers Strength.
2. Percentage of trained teachers in primary, secondary and higher secondary educational institutions.
3. Study of teachers according to their qualification, in all educational institutions of India.
4. Study of teachers in India.
7. Study of Training Institutions in all states in the country.
8. Study of educational qualification, pay scale, Dearness Allowance, and financial status of teachers in whole country as on 1st January 1983.

The commission has submitted his report to Honorable Minister for Education Government of India on 25th March 1983. After completion of study of above aspects.

In this Report following units have been included.

"INTRODUCTION" :

1. Approach and Methodology
2. National Goals and the Role of the Teachers.
3. Towards a New Design of Education.
5. The status, working conditions and welfare of the teachers.
7. Training of Teachers.
8. The case for In-service Education.
10. Translating words into action.

ANNEXURE:

Summary of Recommendations - Appendices

Similarly in Eighth Chapter of above report explanation on important units of In-service Teachers training have been given.

1. Need for In-service
2. Magnitude of the problem
3. Present Inadequacies.
4. The New Thrusts
5. Identification of Needs
9. Use of Educational Technology
11. Evaluation and Follow up.
12. Other strategies.
14. Teachers Centres.
15. A Single teacher school.
16. School level INSAT Programmes.
17. Use of Mobile units.
18. Correspondence courses.
19. Experience with media.
20. The Television
21. The Computer
22. Some key Areas for In-service Education.
23. Production of Textual and Related materials.
24. Enriching co-curricular activities at school.
25. Encouraging Advanced studies.
26. The matter of Incentives.
27. Agencies for In-service Education.
28. The Role of the Regional colleges.

At present there is no specific policy of Government about In-service training in education field. Hence All teachers do not get advantage of In-service training. In this respect following opinion is expressed in this report.

"There is today an absence of clear out policies and priorities for In-service education. There has been no systematic identification of needs. The content and quality of programmes offered are generally poor. Strategies for training are vague and half hearted. Not much emphasis appears to has been placed on
solving the practical problems of teachers or meeting their educational needs. In-service courses rarely result in the development of a corpus of instructional material that can be used by participants and other teachers.

In the first place, the needs of teachers have to be identified at instructional and other levels and such inservice education arranged as will directly meet those needs. They may have to be remedial in nature, as for example, updating the teachers knowledge in physics or Geography, they may suggest new ways of dealing with class room problems, as for example dealing with multiple levels of attainment in a class or using a new media like the Television, or they may have so sensitize the teacher to new areas impinging upon modern life as for example population explosion, environmental hazards, deforestation alternate source of energy, poliferation of nuclear weapons and so on.

NATIONAL POLICY ON EDUCATION 1986:

Government of India announced in January 1985 the new education policy would be formulated for the country. A comprehensive appraisal of the existing educational scene was made, followed by a countriwise delate. The view and suggestions received from different
quarters were carefully studied. Ministry of Human Resource Development, Government of India, Department of Education, New Delhi have published a book in May 1986 "NATIONAL POLICY ON EDUCATION 1986".

Government of India declared his views in above books as following items.

1. Introduction
2. The Essence and Role of Education.
3. National System of Education
4. Reorganisation of Education at different stages.
5. Education for Equality.
6. Technical and Management Education.
7. Making the system work.
8. Reorienting the content and process of Education.
9. The Teacher
10. The management of Education.
11. Resources and Review.
12. The Future.

The National policy of 1968 marked a significant step in the history of education in post Independence India. It aimed to promote National progress, a sense of common citizenship and culture and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system to improve its quality at all stages and gave much
greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

Besides a variety of new challenges and social needs make it imperative for the Government to formulate and implement a new Education Policy for the country.

In sum, Education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education.

The Role and importance of In-service training programme have been enumerated in Chapter IX under the head "TEACHER" in book published "National Policy on Education 1986".

The status of the teacher reflects the Socio-cultural ethos of the society; it is said that no people can rise above the level of its teacher.

The methods of recruiting teachers will be reorganised to ensure merit, objectivity and conformity with special and functional requirements. The Teacher will continue to play a crucial role in the formulation and implementation of educational programmes.
The teacher associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct.

Teacher education is a continuous process, and its pre-service and In-service components are inseparable. As the first step, the system of teacher education will be overhauled.

The new programme of Teacher-education will emphasise continuing education and the need for teachers to meet the thrusts envisaged in this policy.

District Institutes of Education and Training (DIET) will be established with the capability to organise pre-service and In-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIET get established, substandard institutions will be phased out. Selected Secondary Teacher Training colleges will be upgraded to complement the work of State Council of Educational Research and Training. The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of the teacher-education and provide guidance regarding curricular and methods. Net working
arrangements will be created between institutions of teacher education and university departments of education.

Ramamurti Committee Report 1990 – On National Policy on Education in India:

Government of India have declared National Educational Policy in the year 1986. For implementation of this National Educational policy, Government of India have introduced many changes in education. For teachers 10 days In-service training during summer vacation have been organised. Parliamentary Election was held in 1989. Government was changed. Honorable Vishwanath Pratapsing became Prime-minister of India. During the period of 1985 to 1989 Discussions, Seminars were organised on National Educational Policy. A new education policy emerged. New Central Government were not agreed to the views of previous Government. Hence Shri. V.P. Sing Prime-Minister has appointed a study committee under the Presidentship of Shri. Acharya Rammurti on dated 7th May 1990. Dr. Usha Mehata educationalist in Maharashtra was included in this study committee. The study committee submitted his report during six months to Government. The same Report was published as a "Rammurti Committee Report 1990".
This committee studied the National Educational Policy 1986 in respect of following references:

The approaches of the committee in reviewing the National Policy on Education, 1986 and its implementation has been guided by the following principal concerns:

1. Equity and social justice.
2. Decentralisation of Educational Management at all levels.
3. Establishment of a participative educational order.
4. Inclusion of values indispensable for creation of an enlightened and human society.
5. Empowerment for work.

Acharya Rammurti Committee submitted their conclusion and recommendations. After studying the National Education Policy with reference to above points. Conclusion and recommendation on Teacher and Teacher Education have been given in Chapter VIII of above report and are as below:

Present Position of Teacher Education:

(A) Teacher Training Colleges and schools 1988-89.
   a) Teacher Training colleges - 485 (B.Ed./B.T)
b) Number of students - 91017 (Male-50582, Female - 40435).

c) No. of Training schools -- 818

d) Number of students -- 1,00,545
(Male - 51695, Female - 48,850)

(B) Others Teacher Education Institutions 1989-90
(Provisional)

i) Number of District Institutes -- 216
of Education (DIETS)

ii) Number of Colleges of -- 22
Teacher Education.

iii) Number of Institutions of -- 10
Advanced study in Education
(IASEs)

RECOMMENDATIONS:

Overhauling Teacher Education System:

1. Selection of students should be regulated through stringent aptitude and attainment and not merely on university or grade work.

2. The Training programme should be competence based and there should be an integration of theory and practice for situational applications.
3. Affective aspects to be taken care of as to develop in students the qualities such as empathy, attitude towards profession, society and develop values.

4. In-service and refresher courses are to be specific and they should be related to the specific needs of the teachers. In-service programmes should take due care of the future needs of teacher growth, evaluation and follow-up should be part of the scheme. Research should support better management including delivery system of the programme. Development of innovative strategies and pilot trial of significant activities should be encouraged to ensure the effectiveness of the programme. DIETs should have the major responsibility for organising in-service courses for elementary school teachers. A strong distance education system of in-service education should be developed using T.V., radio and print media. It can be strengthened by occasional contact programmes.

Organisation, Evaluation, Guidance the Extension service centres should be done by state
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Institute of Education.

There are directives in this committee's report that Educational publication should be published by these centres.

Thesis Accepted For Ph.D. Degree :

An attempt of tracing the history of in-service programme in India from its inception with special reference to agencies involved and the organisational patterns was made by Srivastava (1966). Impact of the programme of in-service education on teacher attitude was made on the basis of the result of the case studies. Another study on the impact of extension service departments on school improvement in Haryana was made by Shakarkar (1969). The studies suggest that factors contributing to and strengthening in in-service programmes may be i) Standing of the college, ii) Quality of training college staff. iii) Quality of extension staff. iv) Practical utility programmes, v) Co-operation of the state department of education and the inspectorate.

Srivastava S. :"Growth and organisation in in-service programme in India and it's impact on Secondary School". (1966) The study was an attempt at tracing the history of in-service programme in India from its inception till date and gathering its material from
scattered sources. At the same time it was hoped that
the study would be of value in the assessment of the
movement and the possibilities of desirable
modifications.

OBJECTIVES :

The major objectives of present investigation were:-

1. Tested the historical development of the
programme of In-service education in India
up-to-date with special reference to the
agencies involved and the organisational
pattern worked out.

2. To review the variety of activities
undertaken by different agencies to
provide In-service education to the
secondary school teachers.

3. To assess the achievement to this
programme with special reference to
observable and other types of changes
brought about schools.

4. To study the factors contributing to the
strength and weakness of different
extension service departments.

5. To find out the impact of this programme
on teachers attitude towards teaching
profession and
6. To study methods, tools and techniques used in the field of In-service education in India.

SAMPLE:

The sample consisted of the following categories of educational personal and agencies.

(A) Extension service centres all over India.

(B) Books of secondary schools selected on random basis.

(C) Heads of Secondary schools selected on random basis.

(D) Teacher of the Secondary schools selected on random basis, and

(E) Groups of experts engaged in planning, organising and evaluating In-service education programme, questionnaire, Opinionnaires, Attitude scales and Interviews were used.

The study was carried out in two parts. In the first part of the study, Historic development of the growth and organisation of In-service education was traced in two parts, (1) From 1854 to 1954 and (II) From 1955 to 1965. In the second part of the impact of In-service education was studied in the following sequence:
(1) Review of the impact studied by various assessment terms and self assessment procedures.

(II) Study of the impact by obtaining evidence of changes brought about in the policies of state Departments on one hand and the study of the changes in the teachers attitude on the other.

FINDINGS:

The study has shown that there is significant improvement in attitudes with increasing number of activities attended. It has also revealed that the attitude of the teachers towards the profession as well as towards the extension programmes stabilizes after attending four extension programmes. The improvement is rapid after participation in the first activity and it goes on improving upto the state of participation in the forth activity. This does not mean that the participation after the fourth extension activity is futile. It indicates only a plate period. On the basis of the case studies of two extension centres generalisation has been made that the following factors contribute to a great extent to strengthening the In-service programme.

(i) Standing of the college

(ii) Quality of the training college staff.
(iii) Quality of the extension staff.
(iv) Practical utility of the programmes and
(v) Co-operation of the State Department of Education and the Inspectorate Staff.

SHANKAR, L. : "The Impact of Extension Service Departments on schools, Improvement in Haryana". Shankar, 1969 in his study of the impact of extension services department on school improvement in Haryana found that while there were some positive result, they were not commensurate with the expenditure made. He brought out the need of well planned follow up programmes.

MAJOR OBJECTIVES:

The aims of the study were :-

(i) To study and cursere the effects of Extension service work ever since the major extension service centre at Kurushetra came into being.

(ii) To evaluate the work of the Extension Department with regard to the effects of the accomplishment and failure of any plan or programme and

(iii) To suggest changes in policies and procedure, if any.
METHOD, TOOLS, TECHNIQUES :-

Two questionnaires were developed and sent to participating heads and teachers. Interviews with Heads were also held. The data were also held. The data were collected from the schools of Karnal, Rohatak and Gurgaon districts.

FINDINGS :-

The study revealed that -

(i) Seventy percent of Heads and teachers thought that the extension services proved useful in making the knowledge upto date and increasing the efficiency of teachers in changing their attitude and outlook towards teaching.

(ii) Extension service work enables the teachers to start experimental projects and also to co-ordinate the work of different schools.

(iii) A fair majority felt that the various activities undertaken were organised by keeping the needs of schools in view and thereby helping heads and teachers in making class-room effective.

(iv) As a result of Extension programmes, Heads and teachers started taking more interest in school work by organising subject clubs, projects and the like.
(v) Teachers generally did not use teaching aids available in extension Departments.

(vi) Teachers and publications of Extension Department with interest and found them useful.

(vii) Teachers were not interested in seminars.

(viii) The Extension Department failed in follow-up work as they were unable to chalk out any concrete programme to assess their work.

(ix) Heads, Teachers and co-ordinators felt that expenditure of the Extension service work did not yield sufficient return in terms of improvements, in schools.

(x) With regard to making the department more useful effective, many felt that, Heads and teachers should be made aware of facilities available and programmes drawn keeping in view the heads of local schools, which could be known from heads and teachers.

(xi) There were a greater need for more follow-up programmes to assess the implementation of new ideas, methods and techniques.

State Institute of Education Poona : (1971) studies the need for in-service education for headmasters of the rural primary schools.

"A study of the in-service Training Need of Head-masters of Rural Primary School in Poona District".
The main objectives of the study were to find out the in-service training needs of headmasters in their academic and administrative work to collect data for preparing a programme of in-service training as for headmaster.

The main point considered for the tool preparation were:

(a) General information regarding academic and professional qualifications and nature of work.

(b) Needs regarding improvement of their subject knowledge.

(c) Needs regarding improvement in special methods of teaching.

(d) Needs regarding knowledge of professional subjects apart from knowledge of special method.

(e) Needs regarding skills in the preparation and use of teaching aids and;

(f) Needs regarding the knowledge of maintenance of registers. Two open ended questions were also included.

The important finding of the study were:

(i) More than fifty percent of the headmasters needed practical knowledge in general science.
(ii) Nearly one third of them desired to have knowledge in Marathi grammar and mathematics.

(iii) The percentage of teachers desiring to get knowledge of special methods in Hindi was higher than that of other subjects.

(iv) Next in order came the special methods in Mathematics.

(v) With regard to library facilities, more than fifty eight percent of headmaster thought that circulating library would be very much useful to them.

(vi) The question regarding the knowledge of preparing aids in the subject of their choice, general science topped the list with a percentage of 72.4 which was following by Mathematics, Hindi with responses of 65.5% and 59.8% respectively.

(vii) The following four areas were given in order of preference,

(a) Improvement of present examination system.
(b) Problem of school discipline.
(c) Methods of teaching different subjects and
(d) Presentation of teaching aids.

The headmasters thought that the knowledge regarding the maintainance of the following five records was essential.
(a) General Register
(b) Examination results
(c) School repair records.
(d) Log book and annual report ending on the 31st March.

The headmaster felt that the following subjects should be included in the in-service training course.
(a) Headmasters power and duties.
(b) Relation between the headmaster and his assistants.
(c) School inspection and its method.
(d) Relation between school community and workers in educational field and
(e) School organisation difficulties.

Headmaster reported following difficulties:-
(a) Inadequate school equipment.
(b) Inadequate building.
(c) Non co-operation of local leaders.
(d) Non co-operation of parents.
(e) Non co-operation of assistants and
(f) Non availability of subject teacher.
The main objective of the study were -

1. To find out the number of media and kind of the In-service programmes in Maharashtra.

2. To examine the concept of In-service education.

3. To find out the academic and recreational reading habits of teachers.

4. To find out the opinion of teachers on In-service programmes.

5. To examine the facilities offered to teachers to attend In-service education programmes.

6. To find out the nature of attendance at In-service programmes.

The study was limited to the in-service education of secondary school teachers in Maharashtra.
The survey method was used for the study. The tools used for date collection were questionnaires prepared for the principals of colleges of Educations and the Principals and Teachers of Secondary schools and an interview schedule for experts in education and principals and teachers of secondary schools. A pilot study was conducted on a sample of sixty five teachers selected from one teacher training college and six secondary schools in Bombay. The final sample included fifty principals of college of Education 5% of principals of secondary schools and 50% of the teachers in each of the selected schools.

The main finding of the study were :-

1. Of the fifty one teacher education colleges in the state, twenty six run extension services centres.

2. Little importance was attached to in-service education.

3. The college of Education conducted a variety of programme most of which dealt with subject matter, planning of tests, evaluation and audio visual aids.

4. No efforts was made to involve teachers in the planning, evaluation, and follow-up of In-service programmes.
5. The school teachers had no access to the college libraries except while participating in In-service programmes.

6. In-service programmes were run as weekend courses.

7. Adequate communication did not exist between the colleges of the education and the secondary schools.

8. Control of In-service programme was in the hands of the school principals.

9. The teachers were sometimes prevented from attending In-service programmes by the

10. The concept of In-service education was not clear to the teachers.


(i) To trace the growth and development of In-service education in Bihar since 1955 and

(ii) To bring and clearly the philosophy nature and general implication for the organisation or In-service education programmes for continuing education of secondary school teachers.
The National Council of Educational Research and Training was the pioneer of in-service education programme in the country which gave birth to extension services in the state. The techniques of in-service education programme had borne fruits, but still the way was long and thorny and the educationists had to discover better techniques to obtain the goals.

There had been a sharp decline in organisation of activities with regard to in-service education programmes after the administration of extension centres, formerly administrated by the N.C.E.R.T. had been taken over by the Government of Bihar. The Department of Education and Education Ministry should look into the problems and see that the in-service education programme did not remain on paper only. They had to organise the extension centres on sound footing and create conditions for their effective functioning. Thus they could do by allowing these centres to have separate identity as they used to have during the N.C.E.R.T. administration days.

BUTALA, M. (1987) : "A critical inquiry into In-service educational programmes conducted by secondary Teachers Training Colleges of Gujarat State".
The objectives of the study were:

(i) To study the existing position of in-service educational programmes in secondary teachers training college classified by types organization, and factors affecting planning.

(ii) To study the usefulness of in-service education programmes for teachers, and

(iii) To study in-service education programmes according to the assessments of the participants, resource personnel and co-ordinators.

The technique of stratified incidental sampling was used to select the sample of teacher participants and lecturers who worked as resource personnel. The Tools used were questionnaires for the teacher participants, resource personnel, co-ordinators and honorary directors. In addition to questionnaires, interview schedules for the principals and co-ordinators were also used for the analysis of data, frequency distribution and percentages were used.

Some of the major findings were:

1. During 1980-85 only 9 (nine) colleges conducted in-service college programmes.
2. On an average, a college conducted about 33 programmes. The maximum number of programmes were conducted in 1982-83 and the minimum in 1984-85.

3. A majority of the teachers were not covered under any in-service programme.

4. Secondary teachers from Bharuch, Banaskautha, Amreli, Bhavnagar, Surendranagar and Kachchha districts were not covered by in-service programme in a systematic way.

5. In one year, the average time spent by the Secondary teachers training colleges for in-service educational programmes was 231.4 hours programmedwise. The time allotted was 6.9 hours per programme.

6. The main modes employed in the programmes were lecturer, seminars and workshop. No audio-visual aids were employed.

7. The in-service educational programmes concentrated mainly on school curriculum. Very few training colleges focused on areas like educational technology, administration, management and modern trends in education.
8. The programmes of in-service education were planned by the advisory committee of the centre.

9. The teachers were in favour of in-service training programmes being organised on working days only. The second preference was summer vacations. Working on weekends was their last preference.

10. The training college did not have adequate facilities for conducting the programmes.

11. Teacher participants considered an attendance certificate to be a proper incentive for participating in in-service programmes. They however desired that such attendance should be considered a necessary qualification for the purpose of promotion.

12. Most of the resource persons felt that a monetary allowance was the best incentive.

13. Co-operation of the staff of the training college and also the non teaching staff was considered to be an important factor affecting planning of in-service education.

14. Teacher participants indicated that the major achievement of in-service programme was developing skill for better teaching of the subject.
15. The in-service programmes were not evaluated systematically.

16. The quality of in-service programme was rated fairly high by teacher participants. They felt that the programmes were useful in terms of their professional growth.

17. The co-ordinator felt the need for special training to enable them to play their role more efficiently. Such a training could be provided by the SIE Regional college of Education or the N.C.E.R.T.

18. The co-ordinators felt that their remuneration was inadequate. They had to spend at least four hours a day for planning and implementing in-service education programmes.

19. The co-ordinators desired that the post should be exclusive and they should not be asked to work as teacher. The principals however felt that the co-ordinator should continue to work as lecturer.

20. The resource personall has experience of in-service education programme in school subjects as well as subjects related to school administration and technology of training. Resource personnel wanted a
special training for them. A majority of the lecturers felt that participation of resource personnel should be made compulsory for all the lecturers.

**NAGPURE**: "A critical study of the system of Teacher Education at Secondary level in Maharashtra". 1990.

The thesis on above subject submitted by Ex-Director of 5th Institute of Educational Research and Training Institute and Ex-Director of Education Maharashtra State is important.

The researcher studied the subject Teacher Education in various aspects - The Researcher done research on following items:-

(i) Introduction.

(ii) Study of Selected Literature.

(iii) Teacher Education - Changing reference and its alround views.

(iv) The status of Teacher Education in Maharashtra and its grade.

(v) Status of student Teacher in Maharashtra.

(vi) Status of Teacher's training at Secondary level in Maharashtra.

(vii) Status of teacher education - curriculum.
(viii) Teacher Education, The view of teacher in secondary school in respect of Teacher training programme.

(ix) Conclusion and Recommendations.

He expressed his views about Extension service centres in the ixth (ninth) Chapter of conclusion and recommendations as stated below:

Extension service centres are established in one college per district. This is not sufficient as the centres are not in a position to cater to the needs of In-service education of secondary teachers in all the schools in the district.

RECOMMENDATIONS:

A provision for inservice growth of teacher-education should be made. Staff academy will help to develop as a person and agent for social change. For this purpose the following components should be incorporated in the in-service programme for teacher educators.

(a) Awareness of linkage between society, environment, development and education.

(b) Subject up gradation and method updating for quality development.

(c) Personality Development logical thinking, speech training, communicational skills,
Effective writing, participation in sports, team work, student counselling, vocational guidance and the like.

(d) Extension Service Centres should be part of every college of education. Equal number of schools should be allotted to every college, where there are more than one college in the district. Motivation, Organisation and quality improvement of secondary education in the area through school complexes and subject teachers associations should be the responsibility of college education. Ultimately, they should function as resource centres for the area in all respect.

Periodical Literature Found In Journals:

JAVED IQUBAL:

"In-service Teacher Education".
"A Teachers can never truly teach, unless he is still leaving himself, 
A lamp can never light another lamp, it continue to burn its own flame".

- Ravindranath Tagore.

In a rapidly changing world, were real aim of knowledge and experience are constantly expanding their frontiers, no one can distance oneself away from this phenomenon and yet hope to cope with the problems of the present day world. It is important that teachers of all people, should continue with their personal and professional growth. The extensive and fundamental nature of changes - social, political, cultural, technological, economic makes it obligatory for education system in general and teachers in particular to view and modify methods and techniques of teaching and curriculars. The third regional conference of Minister of Education of Asian countries points in this direction.

"As long as education is needed and knowledge about education and children continues to increase, the teacher has always something to learn. Learning to teach is a life long persuit".

A good teacher is one who is always learning and adding something new to his store of knowledge and experience. A teacher shoulders a mighty
responsibility of nourishing and shaping human nature according to the needs of society. He is also responsible for the multi-dimensional development and advancement of his pupils. And for that he must be fully equipped with the latest in knowledge and information.

Teachers education does not end when a student teacher bids idea to his training faculty. It is a life long process. The continued education of teachers means much more than making up defects in preparation. It means continuous growth in the capacity to teach. And thus arises the need of in-service teacher education.

The main objectives of In-service teacher education are :-

(a) To develop and enhance the professional competence, confidence, efficiency and relevant knowledge of the teacher.

(b) To evaluate the work and attitude of teachers by themselves in conjunction with their professional colleges in other departments of education service.

(c) To develop criteria which would help the teachers to assess their own teaching role in selection to a changing society for which schools must equip the pupils and;

(d) To advance the professional careers of teachers.
In-service teacher training programmes are rapidly becoming as essential and inseparable part of teacher training colleges in all the progressive countries of the world, for which they organise various types of programmes, such as refresher courses, seminars, workshops, short intensive courses in particular subjects, study groups, correspondence courses and the like, for teachers who are already in service.

World year book on education 1980 (Ed. by Eric Hoyle and J. Megarry, London) points out that the most significant recent development has been the increasing attention paid to the role of school in the In-service education and training (INSET) programmes.

In India educational thinkers and planners are also emphasising the significance and need of in-service teacher education. National policy on Education 1986 points out towards this direction. "The need for in-service education of teachers arises from several sources, such as changing national goals, revision of school curricula, additional inputs in teaching learninging system, inadequate background of teachers etc".

OPINIONS OF ELEMENTARY SCHOOL TEACHERS ON IN-SERVICE EDUCATION" - G.M. BOMBLEY.
The paper discusses the way in which in-service education is conducted in the Philippines, especially, in the field of primary education. It highlights the teachers' viewpoints as against the experts on matters organisational.

Objectives of the Programmes:

The objectives of in-service education of elementary school teachers in the Philippines are as follows:

1. To enable teachers who do not possess the prescribed education qualification to acquire the same.

2. To imbue the teachers with the knowledge, skills, and abilities needed for their current assignments which they did not acquire in the pre-service preparation.

3. To update teaching in accordance with the advance in human knowledge, the currently accepted pedagogical principles and techniques, and the changes in the environmental context under which education operates.

4. To orient teachers with current national policies and programmes that require teachers' participation in implementation and the role that the teachers play therein.
(5) To give teachers opportunity to earn additional educational qualification for purposes of higher salaries.

(6) To give teachers opportunities to prepare for higher positions.

Here a teacher is not merely a teacher but also a community leader.

Findings and Recommendation :-

(A) Educational Leadership :-

The opinion expressed by the Philippine teachers under study that a superintendent can play an effective role with the help of his supervisory colleague in spite of the volume of administrative work he has to attend to.

(B) Organisation and Planning of Programmes :

In the case of problem studied as a project at the school level, things can happen the other way round if the solution arrived at is accepted as capable of solving similar problems in order areas. It is felt that the 'echo' programmes lose their force but at times they may turn more effective due to greater insight, a resource person may have or due to the felt need of the areas.
Teachers are consumers of in-service courses. They should be consulted invariable when these programmes are being planned. This is from two points of view. Firstly in a democratic setup all the individuals concerned should have their say in all the states or a given activity. Secondly, if the participants are allowed to take part in the planning process their involvement in the process of executing the programmes may be more pronounced. This will make the in-service programme more effective.

(C) **Incentives**:

The enthusiasm of teachers will die down if they are asked to share a part of the expenditure on their in-service education. National and international organisations interested in education may prove of some help in meeting a part of the expenditure of these programmes.

**In Service Teacher Education Programmes**:

- Dr. S.N.L. Bhargave. : 1989

In view of Dr. Bhargave stated that extension services programmes were beneficial to teachers and educators as well as for improving their competency through active dialogue which provide for their professional growth. A study was conducted during the
year 1985-86 to study the impact of programmes on the Regional college of education, Bhopal region. This centre catered to the need of western region, Madhya Pradesh, Maharashtra, Gujrat and Goa, Daman, Diu and Dadra Nagar Haweli, Union Territories.

The objective of the study was to evaluate the extension service through the analysis of -

(a) Venues of the Programmes, Statewise, and at RCE Bhopal.

(b) Number and type of programmes conducted by RCE Bhopal and other agencies.

(c) Number of programmes conducted to various quarterlies and assess the effectiveness of programmes in terms of participation and financial assistance.

(d) The programmes statewise and regionwise. 26 various programmes were arranged at the R.C.E. Bhopal.

**SUGGESTION**:

(1) Extension service centres should organise the programmes evenly throughout the year, especially during the vacation i.e. summer, Diwali and Winter vacations when teachers are more free.
(2) The venue of programme should be at a distant places. It provides opportunities to more teachers for visiting distance places.

(3) Some of the programmes should be organised in tribal areas. The school of tribal area need special attention as envised in N.P.E. 1986.

(4) Some programmes for Administrators and Principals should invariably be organised in view of institutional planning, instructional strategies and making educational interaction based on educational needs of the students and teachers.

(5) More programmes should be organised in the state rather than at extension centre. It is also suggested that in state programmes the participants should be invited from the nearby schools of venue. It will help in economising the budgeting and more participation in the same amount can be involved.

(6) Type of programmes should be according to the educational need of the student, teachers, and educators.

(7) Extension centre should also take up the programmes which are of National importance
based on national policy, and meet the specific needs of particular states.

The Department of education of Ministry of Human Resource Development sponsored the National Scheme of In-service, Training of school Teachers in 1986 to create awareness about the new dimensions and thrusts in the National Policy of Education 1986.

"Teacher's View on In-service Education Programme"
- Miss. Prabha Panchabhai
- Mrs. Dr. Deepa Dabir.
Maharashtra State, council of educational Research and Training Pune, has taken responsibility of the scheme of In-service teacher programme of education.

Objectives of this Study :

(1) Attitude of teachers towards in-service education programmes.
(2) Efficiency of Centre organiser.
(3) Criteria for the selection of Resource Person.
(4) Evaluation of In-service education programme.

Sample of the Study :-
The present study has been done with 150
and 200 school teachers of primary and secondary level respectively from West Nagpur. The sample was selected by random sampling procedure.

Pre-tested questionnaire was used for collecting data.

**Findings :-**

1. **Attitude of the teachers towards In-service education Programme.**
   
   Number of reasons were given as to why attitude of teachers has not changed.

   a. Non co-operation of the head of the institute to the teacher.
   
   b. Lack of motivational background.
   
   c. Conferred teachers have no interest.
   
   d. no professional gain.

2. **Efficiency of Centre Organiser :-**
   
   The following reasons stated by the teachers are presented -

   a. due to economic problem.
   
   b. due to time limit.
   
   c. lack of human power.
   
   d. Such programmes should be launched in winter.
(3) Criteria for the Selection of Resource Persons:
   (a) Knowledge
   (b) Experience
   (c) Positive attitude towards teachers profession.
   (d) Skill.

(4) Evaluation of In-service Education Programme:

As for evaluation in service programme 85% and 90% teachers from both the level stated that the teachers' attitude has not yet been changed because there is no professional gain from such type of programmes.

Suggestion:

(1) There is a need for strengthening in-service education programme.
(2) Teachers are not genuinely interested in in-service education programme.
(3) In-service programme must be made compulsory for teacher.
(4) In-service education should be made more interesting so that teachers welcome it.
(5) Motivation should be given to the teachers to participate in such type of programmes.
FOREIGN STUDIES:

The development of in-service education programme is of recent origin. As such there are only a few countries where it has been organised on a systematic basis. In most of the places and countries the adhoc nature of these programmes is commonly in vogue. Specialize literature on the problem of in-service education for teachers, indicates trends in this field. The 1970 were characterized by the concept of the in-service education, for teachers as a medium for implementing changes in education. Enforcing educational reforms and innovations, and improving teachers and their professional skills. This development has been reflected in the specialized literature from that period.

From the middle 1970 the in-service education of teachers was dealt with neither in a comprehensive way nor as a system in the majority of countries. Attention was concentrated on the development of individual in-service programmes and courses preparation of methodologies for individual teaching subjects, problems facing beginning teachers etc. Institutions were established which dealt exclusively with the in-service education of teachers. The research at that time did not consider the role of the teacher in a changing world in a systematic manner.
Doyle, Tames edward 1981 in their research in "The effect of Teacher In-service Training on Teachers, knowledge of a Basic characteristics of the lecture, Guided Discussion and Demonstration Methods" deals with the teacher inservice based upon educational literature, would effect teachers knowledge of the literature, discussion and demonstration methods.

The major conclusions were as follows:

(i) Not all teachers have a high level of awareness of the basic characteristics of the lecture, guided discussion and demonstration methods.

(ii) It is more effective to present information of teachers through a multi-media presentation of slides and cassettes rather than through printed material alone.

(iii) It is more effective to present information to that through a multi-media presentation of slides and cassettes than through the uses of cassettes alone.

(iv) It is more effective to present information to teachers through printed material than through the use of cassettes alone and

(v) It is possible to significantly increase teachers, knowledge of the basic,
characteristics of the lecture, guided discussion and demonstration through the use of brief in-service presentations.

The following typology was developed by Howey and Joyce (1978) for a survey of in-service activities in three United States (Study - "A data base for future directions in in-service education theory and practice")..

(i) Job embedded - It can be embedded in the job with the emphasis on actual performance in the classroom. Analysis of television tapes of one's teaching is an example.

(ii) Job related - It can be closely related to the job but not take place while teaching is going on. For example a team of teachers can take after school workshop on team teaching.

(iii) General professional: It can consist of experience to improve general competence, but not be tailored to specific needs as closely as the above experiences. For example, science teachers can take workshops on the teaching biology.
(iv) Career/Credential - It can be organised to help one obtain a new credential or prepare for a new role. A teacher can prepare to be a counsellor.

(v) Personal: It can facilitate personal development which may or may not be related.


The National Teacher Centres Resource Center surveyed activities of twenty seven federally founded state and territory projects from October 1979 to May 1980. Teacher centre co-ordinators reported only activities they wished to cover. Background information about the co-ordinators showed that most were attached to teacher education units and most spent less than fifty percent of work time on teacher responsibilities. Activities reported covered three areas.

(1) Proposal development and review
(2) Technical assistance, and
(3) Dissemination.
Major Findings :-

(1) Proposal development and technical assistance were usually initiated by client groups, whereas dissemination services were initiated by State Education Agency (SEA) personnel.

(2) Most services were provided by teacher centre or other SEA staff members for teacher centre project staff.

(3) Preliminary activities for all services most often were of the clerical/management type and

(4) Contribution in the form of personnel or materials were noted frequently.

Study - The Personal: Professional Development of experienced female secondary English teachers and the role of in-service education. Michaeline K. Varso (1984) his study began with the assumption that the dissatisfaction of Secondary English teachers with the in-service stemmed from inappropriate programme topics. Based on the findings of the study there is a need for:

(1) Additional ethrogrogeic account of the teachers world which focus on the processes of personal and professional development.
A new approach to professional development planning which is based on a more human philosophy, utilizes adult education techniques and strives to encourage greater independance in the learner.

A redesign of the immediative environment in which teachers spend their workday.

Collaborative planning of in-service and professional development.

Professional development programmes based on the needs and wants of the person within the professional.

BOLAM 1973:

Study - "Introduction Programmes for Probationary Teachers".

A Report of the action research Project:

Bolam - evaluated a series of experimental externally based in-service courses for probationers in four varied urban and rural setting. Following a pilot year these courses had a common four stage framework. A one day orientation conference held in school time during September a series of general discussion meeting held mainly in the evenings during the autumn term. A series of meetings on specific topics held mainly in the evenings of the spring and summer terms. A one day overview
conference held in school time during July. No significant differences were reported between the experimental and control groups as to knowledge, judgement and behaviour related to the classroom, the school and the probationary year. The experimental group were more likely to know about and use the teacher's centre the i.e. and institute libraries to feel that they lacked opportunities to meet people of their own age and interested and to feel physically and mentally fatigued.

Finally Bolam recommended a seven stage framework, broadly chronological for a systematic induction process appointment and placement pre-service orientation, in-service orientation (September) professional adaptation, (autumn Term), professional development (Spring and summer term) assessment for professional recognition (Summer term) overview of induction year (July)

CHADWICK G.F. 1982:

Study - "The Case for In-service education"

Stated that the development and support of in-service teacher education in England and Wales is characterised by two major issues.

(a) Problem faced by teachers in school associated with declining school population and;
(b) The extent to which central government policy supports and finances in-service education for teachers. The changing role of teachers, social forces affecting schools in recent decades, the technology, explosion and resource allocations are discussed. Problem to be solved involve the following priorities, teacher's needs for subject up dating, eliminating of curriculum imbalance, increased use of technology in schools, and needs of the disadvantage pupils.

Ogilvie Anthony Barretto States in his thesis-

"The purpose of this study was to design and implement a skill based study, global education in-service training programme for secondary school teachers" and to investigate its effects in three domains.

1) The teacher's knowledge
2) The teacher's Skill and
3) The Teacher's attitude.

The training programme was conducted through ten weekly, three hour sessions.

Participants in the training programme plus members of a control group were administered the
"Global education Teaching competencies self assessment evaluation". The knowledge and attitude and background components of the measures of global understanding and a course evaluation for one. The date were gathered and analysed.

Analysis of the data indicated that the skill based global education in-service training programme contributed to increase in the self assessment of the teachers global education instruction skill teachers participating in the training programme did not experience significant changes in their knowledge level and attitudes relative to global education. Further analysis indicated that the programme participants left that the training was adequate in the control delivery and impact.

MC. DONALD (1982) : Report on a major study. Funded by the National Institute of education, which investigated three main questions.

(i) What are the problem of beginning teachers ?
(ii) What kind of programmes have been successful ?
(iii) What are the consequences of not resolving those problems of beginning teachers ?

The three approaches used to gather data were a literature review, field visits and a review of programme evaluation reports.
Much of the study dealt with intern programmes. The two main types, identified were four and five year programme with the internship occurring in the final year. Those which although called intern programmes, were little more than practical teaching were excluded.

Findings as below:-

Assessment was carried out by staff from 70 regional centres by the school administrator and by a peer master teacher of the same subject. All three had to agree on the level of competence achieved. The system encouraged and facilitated remedial diagnosis. Once deficiencies had been identified, a variety of training procedures were used, the teacher could be assigned to work with a master teacher or to attend a college course. The programme was founded at the rate of U.S.S. 2.6m. a per year by the state of Georgia. These funds were used for the regional assessment centres and for provided money to release master teachers to work with beginning teachers. McDonald's impression was that more attention was paid to diagnosing competencies than to remedial training.

NIZANOV, M.N. (1980) :-

Study :- "In-service training of educational personnel and tasks of institute for further education of teachers".
In-service education of educational personnel includes a wide network of educational bodies for differentiated approaches within in-service education, linking up sections of this system on the basis of research in training of teachers, school principals and school administrators, and increasing responsibility of the institutes for the lifelong self education of teaching personnel. Complex organizational educational tasks are dealt with by central institutes which work out methods of prospective and current education for teachers, and forms of differentiated of in-service education in the organization of courses for teachers from rural schools, who teach several subjects. The most important tasks of courses for in-service education are proper organization of the educational process and improvement of methods of retraining educational personnel.

**COPLAM, JEANNETTA HALE** (1983):

Study - "Effectiveness of In-service Education Course offered by the Guam department of education".

This study was concerned with the effectiveness of the in-service education courses offered
by the Guam Department of Education Division on Special education in changing teaching behaviour as determined by the level of use (LOV) interview characteristics of participants in the in-service education courses characteristics of the in-service education courses, and change in teaching behaviour were the variables studied.

17 (Seventeen) of the 35 in-service education courses offered were studied. The stages of concern Questionnaire (SOCQ) and the demographic data from were administered at the first meeting of each course. Six to eight weeks after each course the LOV interview was conducted on 123 teachers determined to be nonusers by the SOCQ. Change in teaching behaviour was determined by the LOV interview.

**FINDINGS :-**

1) Significant differences were found for course characteristics of objectives, teaching techniques overall benefit of course and total courses, evaluation. Significant correlations were found between evaluation of course teaching techniques and effectiveness of the course in changing teaching behaviour and between overall
benefit of course and effectiveness of the course in changing teaching behaviour.

2) No significant differences were found for the course characteristics of implementation as a stated course objective or course content.

3) Courses most effective in changing teaching behaviour were those rated high in teaching techniques and overall benefit of courses. The in-service Courses studies were found moderately effective in changing teaching behaviour.

CONCLUSIONS :-

1) Short, practical, concrete in-service education courses are a moderately effective means of producing change in teaching behaviour.

2) Courses that teachers find beneficial are most likely to influence them to change their teaching behaviour.

3) Certain characteristics of in-service education courses are significant factors in the effectiveness of courses in the changing teaching behaviour. These are highly rated course objectives teaching techniques and benefit of courses.
4) Course evaluation by participants may not be a reliable means determining effectiveness of in-service education courses in changing teaching behaviour.

WEINDLING AND RAID (1983) Study - "Teachers Centres - A Focus for in-service education".

They explore the role of expectations associated with teacher's centre leaders and the demands of helping teachers to help themselves.

The centre then creates structures in which the needs of its constituents can be identified and communicated. The development of suitable methods of needs assessment in one of prime importance for centres and although the existing literature outlines a variety of approaches this is an area for further research. A system of representatives in often established and recent work done in the United Kingdom emphasized both the advantages and strains of such approach. While such systems can often prove to be of enormous value in communicating with the area's teacher it has proven itself inadequate as a centre's only method of assessing needs.
It should be noted that although the centre's primary focus is on the "self-identified" or "negotiated" needs of teachers. This is not to negate in any way the importance of centre involvement in school, local authority or nationally identified priorities. Frequently, because a centre has developed into the local professional centre of an area, it is used as a venue for other educational activities. Local authority curriculum adviseral supervisors will often use centre facilities as well as collaborate on centre work. The centre, however, is usually the place where the first priority is teacher initiated activities.

KLEMEN E. (1981):

According to the 1969 ministerial ordinance on the regulation of in-service training for teachers different forms of training have been developed e.g. a practical, comprehensive course to unify theory and practice, and one year professional methodological courses organized by institute of teacher training. The trend is towards postgraduate training and the position of institute for teacher training must be settled and their department strengthened. Institutes for teacher education and teacher centres are responsible for teacher training in their regions. The responsibility of the central administration is to
determine basic principles, specify tasks, create material and establish employment conditions. In-service education of teachers should serve Hungarian educational policy. In-service courses are divided into three basic activities, lifelong self education, continuous awareness, and organized post graduate in-service education.

DAVIS, DORIS TYNES: (1983)

Study - "A continuing Education Model (93) for Improving Teacher effectiveness."

Identified those areas of teacher effectiveness behaviours needing to be emphasized and developed in a continuing education programme based upon the findings of the investigation was proposed.

The findings of the data analysis indicated that the teacher behaviour needing to be addressed in a continuing education programme included teacher behaviors which provided for continued and increased emphasis on teacher directed total group instruction which was academically oriented and provided for maximum teacher involvements with students increased emphasis on the quality of instruction providing higher order questions to students, providing instructional feedback, and providing frequent
opportunities for student success, increased student success increased student time on task and a reduction in management and organization and student off task activities.

Conclusion he suggests - Research on teaching and in-service training must knowledge the active participation of the classroom teachers and the realities of the classroom in-service training in teacher effectiveness must include those class room variables over which teachers have control. Educators must highlight current research on effective teaching and pursue further empirical data from which to improve teaching strategies and educators must realize that teacher effectiveness research represents only part of the total class room picture. Finally it is recognised that the challenge for school system in staff development activities becomes how to design and implement programme which meet total system needs a individualize training programmes so that each person as well as the system collectively gains from teaching.

Most of the research on INSET operating within the change paradigm has been not on mandated change but on government sponsored change which usually carries much less authority. Unless preceded
by considerable preparation and negotiation, sponsored changes have tended to create waves of INSET that are uncoordinated and under resourced, and this, as much as any other factor, has probably been responsible for the low esteem in which INSET is held by many teachers.

LIPPITT AND FOX'S (1971): (Diagnosis still holds true in the current year.
Study - "Development and maintenance of Effective classroom learning in Rubin L.T."

1) Most teachers have experienced a wide variety of attempts to influence them to change their performance or to improve themselves.

2) Many of these experiences have not appeared relevant to any felt need of the teacher, and have resulted in defensive attitude.

3) Most teachers have participated in some of these activities and have been disappointed by the impracticality of the help offered.

4) Most teachers who have attempted changes as a result of participation in in-service training activities have experienced frustration on lack of support at the moment
of real risk, when the changes are first being tried out. If the efforts does not result in success, they either give up or accept a change that has little significance.

5) Most teachers have experienced feeling of guilt after committing themselves to try something new" if they have then not followed through.

6) Typically the stimulus to participate in in-service training is an unwelcome imposition of authority, or an inept invitation to volunteer, with no previous involvement or warm up opportunity explore the potentialities of the training.

So a major problem facing today a providers of INSET is that most of their potential customers have already been innoulated against it.

**NISANOR, M.** (1981)

Study - "New content of Education and problems of In-service education of educational personnel".

New content of education and problem of in-service education of educational personnel he define General education schools are changing their curricula
which means that the work of the teacher needs reorganization, and ideological, political, scientific, theoretical and methodological standards should be improved. In-service teacher education in Uzbekistan includes faculties for the in-service education of principals from secondary schools at four State educational institute courses of in-service education for school administrators in pre school education: organization of training for Russian language and literature teachers from primary school and providing the supervisors of optional courses and teachers with opportunities for more profound study. The priorities for the re-training of teachers in Uzbekistan are a differentiated approach to the re-training educational personnel more attention to teachers in rural schools and participants in correspondence courses, improvement of the methodological training of teachers: implementation of active forms and methods of teaching and improvement of teacher self education.

Define the purpose of the study was to develop and field test an assessment model that would assist in determining this effectiveness of the training in instructional techniques at the professional development and programme improvement centre in California. The assessment model was designed to measure the level of application for instructional techniques taught at the centres, teaching to an objective, correct level of difficulty, monitoring and adjusting reinforcement, and motivation.

The directors of the eleven centres that field tested that model participated in the evaluation of the model using a questionnaire developed for this purpose.

FINDINGS :-

The assessment model was a variable approach for determining the effectiveness of the centres and that there was a significant change in behaviour of teachers in the instructional techniques after participating in the training of the centres.

RECOMMENDATIONS :-

The assessment model provides a useful procedure for determining the effectiveness of the professional development and program improvement
centres in California. Therefore it is recommended that an assessment model utilising pre and post observations be applied to any statewise staff development programme such as the New Teacher education and computer centres.

GARVEY, CATHERING ANNE (1983):
Study - "An Assessment of the Perceptions of school District Supervisory Personnel Regarding Training for In-service education with Implications for the Development of a Training Programme".

This study she focuses on staff development supervisory personnel in relation to in-service tasks and the concept of training for supervisors. The study was designed to generate data which would assist in determining the

1) Description and analysis of current practices and methods of staff development in selected school districts.
2) Identification of the major training components in each of these programmes.
3) Knowledgeability of staff development personnel in terms of training techniques and that effectiveness of each.
4) Extent to which staff developments personnel
are aware of research finding and the contributions of the literature in relation to training methodologies and

5) Ways to which staff development personnel can increase their knowledge of training components. Questions addressed include the degree to which those responsible for staff development program are aware of key training components. The extent to which staff development personnel utilized their knowledge or training components planning in-service program, classification on the reasons for this knowledge not being utilized, and the extent of the need for staff development programmers to have more information, on training made available to them and the opportunity for skill acquisition in in-service planning and implementation.

FINDINGS:

Selected finding recalled that some school district have development strong staff development programmes which adhere closely to the findings of research an effective training methodologies. The study produced some data on the training of supervisors for in-service work.
1) No formal preparation for this type of work has been provided.

2) Training is acquired through work experience, University courses attendance at workshops and some personnel effort. There was agreement on the need for training of supervisors. A number of suggestions for content and mode of delivery from the study as well as recommendations for future research.

ADAMS (1975):
"In-service education and teachers centres programme".

Further separation of INSET from supervision can be achieved by setting up semi-independent agencies such as teachers centres and teacher education centres. Those are also intended to establish neutral ground, where the epistemological authority of colleges and Universities is less pervasive, and to increase teachers responsibility for their own INSET provision. The rationale is usually that of the growth paradigm, though certain specialist centres may operate rather more in the change paradigm.
The arguments for supporting INSET provided by independent agencies and higher education establishments are threefold.

1) Making use of specialist expertise though this is no guarantee of productive INSET and planning is often advisable.

2) Widening the range of choice and

3) Giving teachers an opportunity to improve their qualifications.

PANACIN, F.C. (1981) :
Study - "In-service education of the personnel from colleges of education".

Two hundred colleges of education established in the USSR are attended by 831,000 students and taught by 50,000 teachers. All bodies supervising colleges of education systematically deal with training, deployment and promotion teachers. The increase of quality of teachers was promoted by improvement of the system of in-service education. During 1976-86 59% of all teacher educators underwent training, but insufficient teaching material and lack of personnel with higher qualification delayed the establishment of new in-service education colleges and the extension of admission plans at existing ones. The
network of in-service education colleges will be extended to provide a chance for every teacher to improve his qualification atleast once in five years. Ministries and rectors of colleges of education must organize the work of teachers more efficiently and form scientific groups for research in education, psychology and other sciences.

SANFORD, TULIE P., CLEMENTS, BARBAR S.,

States - Descriptions are given of recent dissemination and collaboration, efforts of the classroom organization and effective Teaching (COET) project. A review of COET research findings is provided, and materials and activities for teacher in-service activities are offered. The first section consists of an overview of the COET project classroom management studies including a current experimental study of forty one elementary classes in a newly desegregated setting. The second section presents general recommendations for organizing research based workshop on classroom management, based on COET project experiences. In the third section, materials and guidelines for teacher workshop activities on classroom management and organization are offered, along with directions for conducting each activity.
Workshop activities include -

1) Introduction COET studies of classroom management.
2) evaluating classroom arrangement.
3) discussing guidelines for classroom rules and procedures.
4) small group discussions for procedural problems.
5) sharing rules, rewards and penalties.
6) case studies of teaching procedures.
7) videotaping the first day of school.
8) planning activities for the first day of school.
9) discussing guidelines for managing student behaviour.
10) small group problem discussion.
11) introducing guidelines for maintaining student accountability and
12) sharing accountability procedures.

Copies of handouts to be used with suggested activities and a competition of evaluation obtained from different COET project presentations and workshops are appended.

ZEICHNER  (1979):

Study - "Teacher Induction practice in the United States and Great Britain".
The change from student teacher to beginning teacher is sudden and dramatic. From the supportive environment of the college where mistakes are expected, self criticism is encouraged and both tutorial guidance and peer group friendship are readily available. Hence Zeichner helpfully reviewed the induction literature from the previous 15 years and studied 11 programmes. Seven of the 11 programmes involved additional release time for teachers. Six included teacher programme five received additional release time, and four received training. Eight of the 11 included individual in class assistance, eight involved seminars or workshops, while six included observation of experienced teachers or peers three included contact with university personnel, and two with special pre-service orientation.

Zeichner pointed out that most of the evaluation relied heavily on questionnaires, responses from beginning teachers, interviews and observation were used in only one of the studies. He presented the evaluation findings in terms of five classes of variables. Most programmes were implemented in the way intended. Two project tried to assess programme impact upon teacher turnover and both reported significantly lower turnover. Three projects recorded
data on teacher performance but none of the differences between experimental and control groups was statistically significant. Experimental groups receiving induction programmes were generally rated more highly than control groups, but the instrumentation and methodology were questionable. Four projects tried to assess programme impact upon teacher attitudes and morale, three projects reported no statistical differences between the experimental and control groups. One did show some such differences and Zeichner concluded that teacher attitude measures can sometimes be modified positively but that unequivocal generalizations are not possible. Two projects tried to establish the impact on pupil attitudes and behaviour, no significant differences were reported. At a more general level, all the participants in the 11 programmes were reportedly extremely enthusiastic and positive about their experiences. Even though many of the evaluation results were equivocal. Each programme report concluded that the benefits from the programme were substantial.

WEINDLING D., REID MARGARET L. DAVIS, P.

Study - "Teacher's Centres focus for in-service education London".

A study of the role and functioning of
teachers centres from 1979 to 1981 was founded by the school council and carried out by the National foundation for education Research. The teacher's centres project collected suvey data from 286 centres and 90 local education authorities. The aims of the research were, to review the current provision of centres in England and wales and describe purpose, staffing, premises, facilities, number and type of school served, to study how centres were managed and decisions concerning their role and activities processed, to describe activities and modes of operation and examine the centre's role in meeting in-service, needs of teachers, to examine communicatons between teachers centres and other local and national institutions. The project particularly sought to study the role of the centres within the network of in-service provision.


Discuss A survey was carried out by the inner London education Authority (LEA) in secondary schools to take a closer look at characteristics of teachers in secondary education and gain information for in-service
planning. The survey included information on age structure, sex distribution, proportion of full time, and part time teachers, qualifications posts of responsibility, and teaching experience. The amount of class room teaching carried out by the teachers with different levels of responsibility, and subject teaching in secondary school were also analysed. The difference in the proportions of men and women teachers with special allowances, and the preponderance of senior staff with backgrounds in arts teaching, were investigated. Data are compared with the national sample of secondary school teachers.

TOL BERT, LOUISE CECILLE (1982):
Study - "A study of effectiveness of In-service Model for Elementary classroom teachers of english as a second language Students".

The purpose of this study was to prepare and test the effectiveness of an in-service training model for elementary classroom teachers of students of english as a second language. In addition a relationship was established between what those in the field presently teaching english as a second language deem significant topics for an in-service programme and the effectiveness of training given on those topics.
The design of the research was basically a descriptive one. Data was obtained through the use of survey evaluation from, questionnaire, classroom observation and personal interviews with the participants. Analysis of the data was accomplished with cross tabulation involving three variables the responses on a survey as reported by professionals. Currently in the field of ESL the responses of the participants on the first evaluation of the in-service training and the responses on the follow-up evaluation. A chi-square test was employed;

The findings :- Results of the Study indicate that:

1) The participants did employ the strategies taught in component one of the in-service training.

2) The participants did increase their understanding of the situation of the ESL students and did gain information through the in-service which would assists them in coping with these students in their elementary class rooms.

3) The participants were able to identify the components of the in-service presentation most valuable to them.

4) There is a relationship between with
professional currently teaching in the field of English as a second language, deem significant topic for an in-service programme and the effectiveness of training given on those topics (Page 2971 A).

**GHAMDI, ABDUL RAHIM MASHNA** (1982):

*Study - "The professional Development of In-service Teachers in Saudi Arabia". Study of the practice and need.*

**Purpose:**

This study examined some issues and practice surrounding the professional development of in-service teachers in Saudi Arabia - specifically the study attempted to identify the in-service training needs of Saudi teachers in selected areas of teaching skill and competencies as perceived by school teachers, administrators, and supervisors.

**Major Findings:**

In general the Saudi teachers, administrators, and supervisors in the Jeddah city school district indicated that teachers need in-service training in virtually all teaching skills and competencies specified in the study.

There was an affirmative agreement among
role groups to the ranking in importance of the seven categories. All respondents identified competencies related to pupil staff concepts as the greatest priority of needs and they perceived the least need in skill associated with individualized instructions.

However the three groups tended to differ slightly in their perceptions regarding the degree to which each cluster was needed. School administrators and supervisors, for instance, rated all competencies somewhat higher than did the teachers. While teachers and administrators perceived the greatest in-service need in developing pupil self concept, the supervisors considered the teacher's greatest needs in skill related to the teachers, personal development followed by the area dealing with the teachers' abilities to evaluate the assess students' achievements. As their second greatest in-service training needs, teachers identified the area managing classroom instruction as the most important. The school administrators, on the other hand, appeared to the more concerned with competencies related to planning instructions 'which they regarded as the teachers second greatest in-service training priority.
MILLER ELIZABETH DARLENE S.: "A Model for Disigwing In-service education Programmes for elementary School Teachers".

Purpose:

A Theoretical model was developed from an extensive study of the related research and literature pertaining to in-service education as viewed by writers in the field and to the use of models in educational phenomena - Five major areas served as the basis for the organization of the review of the literature.

1) Historical development of In-service education.
2) Principles and characteristics of in-service programmes.
3) Teacher perceptions of in-service education.
4) Identification of essential components of programmes.
5) Application of models to the study of educational phenomena.

From this review, five items emerged as essential components of successful in-service education programmes there were -

1) In-service education should be a collaborative venture among all parties
involved in teacher education.

2) Teachers need to be involved in the planning of goals, content and instructional approached of in-service education.

3) The needs and ability of teachers must be assessed and should directly influence the nature and design of in-service teacher programme.

4) School administrators should support in-service endeavours and allocate specific funds for in-service education sufficient to maintain comprehensive and continuous programme.

5) A systematic and relevant set of evaluation procedures in a key to successful in-service education programmes.

Analysis of the questionnaire were based on the responses of 217 educators, each item was ranked according to mean values. The items with the highest mean score value were -

1) Instilling in the student they will to learn on his own institute.

2) Motivating students to learn on their own.
3) Diagosing basic learning difficulties.
4) Facilitating development of pupil responsibility.
5) Selecting and developing materials activities appropriate for individualized instruction. (Page N 664).

YESURATNAM BASIMALLA (1982):
"Attitude of Secondary school Teachers In Guntur District, Andhra Pradesh, India, towards In-service Education".

Purpose :-

The purpose of this study was to examine the pattern of attitudes held by secondary school teachers in Guntur district, Andhra Pradesh, India, towards in-service education as they reflect to sex qualification and experiences.

FINDINGS :-

The data produced the following results -

1) There was no significance relationship between teachers sex and their attitudes towards the four components of in-service education.

2) There was a significant relationship between teachers qualification and their
attitude toward content, organization and format of presentation, only for a participant involvement the relationship was non significant.

3) There was no significant relationship between teacher experience and their attitudes towards the four components of in-service education.

4) There were no interactive efforts of three independent variables of sex, qualification and experience.

CONCLUSIONS :-

1) Sex has little influence on the attitudes of teachers. This conclusion would imply that female and male teacher are to a equally involved in planning, organizing and evaluating the in-service education programme.

2) Qualification has significant influence on teacher attitudes. This implies that different in-service programmes are to be planned for teachers on the basis of teaching qualification.
3) Experience has little influence on teachers attitudes.

PIERCÉ, RANDAL HARRY

In his - "An Assessment of In-service workshop's effectiveness in preparing Teacher to use an Integrated Instructional Approach for economic education". States - The study designed to assess the effectiveness of the workshop as a method of preparing industrial, arts and social studies teachers to prepare integrated instructional material for use in teaching applied economic concepts to their students. To evaluate this workshop summative evaluation plan was developed consisting of a transactional evaluation several norms referenced measures, and a survey of the participants. Six instruments were used to gather data from the participants and their students during the workshop and the six month implementation place there after.

FINDINGS: of this study were:-

1) The participants had no significant gain in their knowledge of economics or change in their attitude toward economics as measured by the instruments utilized.
2) The students who were recipients of the teacher, prepared integrated units of instruction had a significant gain in their knowledge of economics and their attitude towards the subject of economics was positively influenced as measured by the instruments utilized.

3) The participants felt the workshop met to exceeded their expectations was relevant to their professional development and was of sufficient value to be repeated.

4) Transactional evaluation can be used with success to identify and assist in resolving the workshop participants concerns regarding the combining of industrial arts and social studies to teach economic concept.

Khoury, Raswan Mitry (1982) : States, the pusepose of this Study — 'was to assess the perceptions of public school teachers in Jordan in order to be able to evaluate current objectives and methods of in-service training.'

Jordan is experiencing a major change in the characteristics of classroom teachers, new emphasis
to being placed in professional development of school teachers. A need was shown to describe Jordanian teachers perceptions toward in-service training.

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**Tools** - Data were collected through a modified questionnaire, from 345 of 350 Jordanian Public School teachers sampled in four major cities in Jordan.

A seven point scale was utilized to gather information about perceived satisfaction with current in-service and perceived need for in-service in 35 areas from which six factors were identified.

Results indicates that there is significant difference in the perceptions of Jordanian teachers concerning the current practice and perceived in each of six in-service factor areas as follows. Parenthesis indicate (Current level mean) and (Need level mean).
<table>
<thead>
<tr>
<th>FACTORS</th>
<th>CURRENT LEVEL</th>
<th>NEED LEVEL</th>
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<tbody>
<tr>
<td></td>
<td>MEAN</td>
<td>MEAN</td>
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<tr>
<td>1. Teacher motivation</td>
<td>(3.39)</td>
<td>(2.64)</td>
</tr>
<tr>
<td>2. Teacher orientation</td>
<td>(3.44)</td>
<td>(2.43)</td>
</tr>
<tr>
<td>3. Teacher knowledge expansion</td>
<td>(3.59)</td>
<td>(2.33)</td>
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<td>and improvement.</td>
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<td>4. Professional Growth</td>
<td>(3.74)</td>
<td>(2.29)</td>
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<td>5. Teaching effectiveness</td>
<td>(4.43)</td>
<td>(1.92)</td>
</tr>
<tr>
<td>6. Class Management</td>
<td>(4.07)</td>
<td>(1.59)</td>
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</tbody>
</table>

It was recommended that the ministry of education takes steps to revise in-service practice the directions recommended by the respondents.

2.7 EMPLICATIONS FOR THE PRESENT RESEARCH :-

The doctoral research work in in-service teacher education in Indian Universities is a development of 1970. This field had remained unexplored by scientific methods. There had been tremendous increase in the knowledge and the new methods of research in this field had been introduced. So it seemed very necessary to investigates the effectiveness of the in-service teacher training programmes of secondary teacher's colleges.