CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction

The role of related Literature in any type of Research work is significant. As a source of information gathered for channalising the study, printed materials and published materials will help an investigator to frame a broad outline for the study. Information gathered by an investigator will be executed in the proper way by examining the mode of operation that was undertaken by the predecessors in this field. The depth and extension of a study will focus on the contribution of similar studies conducted by scholars at similar context. “Review of Related Literature implies locating, reading and evaluating reports of research and as well as reports of casual observations and opinion that are related to the individuals planned research projects” (Aggarwal, 1966). “The Survey of Related Literature is a crucial aspect of the planning of the study and the time spent in each survey invariably is a wise investment” (Mouly, 1967).

The present study ‘Human Resources and Teacher Training in Kerala – A Study on DIETs’ is an area that has not been attempted by many of the researchers. Though certain attempts have been made by observing the relevance and importance of the subject, the outcome does
not cater to the satisfaction of a researcher of this type. Following are the
details of review made by the investigator from some selected areas like
studies, reports and literature which is presented in two heads - Related
literature and supporting studies. They are further divided into three levels
- International, National and State.

The literature located on International and National levels are again
limited with several constraints. The references are mostly on teacher
training, impact of teacher training and effectiveness of teacher training.
The literature availed for Kerala context are limited to project studies,
research studies and dissertation works. The references that are being
utilized by the investigator for the Kerala context are invariably first hand
information gathered from persons working in this field and their
publications in magazines and Media.

2.2 International Level

The National Society for the Study of Education edited by Nelson in
1952 focused on in-service education of all professionals. In-service
training programmes are being organized with a desired designing to
contribute the improvement of professional competence. Professional
competency, essential criteria for better results in any activity or
experience is to be initiated by the supervisory staff. Constant and regular
training programmes at a desired periodicity will advance the subject matter and the theory and practices of teachers. Nelson proposes the following aspects as basic needs for in-service education.

(1) Improve the knowledge of teaching method. (2) Improve the attitude and skills involved in co-operative action-research. (3) General skills in utilizing community resources and in working with adults. (4) Pre-service education cannot adequately prepare members of the public school professional staff for their responsibilities. (5) The continuous cultural and social changes which create need for curriculum change.

The British Government Committee in its report consolidated in 1977 by Eraut suggested that there should be continuous in-service teacher training to enable the teachers.

The report suggests that; a) Training will advance the career of teachers. b) Training will help the teacher to assess their own teaching role in relation to the changing society by way of that school which can equip their pupil. c) Training will evaluate the work and attitude of a professional and will associate with their professional colleagues. d) In-service training will develop the professional competence, confidence and relevant knowledge.
An International study has been made by Singh (1985) to investigate the programmes and perspective of In-service Teacher Education. His study focused on several aspects of teacher training including techniques strategies and inputs used. He found several weaknesses in many areas of pedagogy participation and management. His conclusion is that many of the lacunas are due to the weak or substandard follow up and unscientific evaluation process of the courses. He focused on the need of new dimension in the field of teacher education so as to attract the teachers in the meaningful context. He focused on mastery learning approach, development of values working the communities, self study skills etc. He recommended that training strategies are to be based on the variety of training situation including face to face interaction and distance learning mode to explore the problem solving experience arising out the role performance.

The study of Singh focused mostly on the conventional theory of training practices. He doesn’t mention about the need assessment session, duty assessment session and the self involvement programme to enrich the involvement of the participant. The training strategies of the last decades were purely focused on the merits of the facilities. The participants were seen passive listeners and their involvement in the group activities, in the self presentation activities, editing and refinement activities were limited to
a large extent. Singh elaborated the training strategies which are not suited the present day training atmosphere.

In 1986, Reports on in-service teacher training submitted and presented in various International Conferences were consolidated by the Commonwealth Secretariat and UNESCO. The report focused on several objectives for in-service teacher education in developing countries of Asia including that of India. The major focused suggestions are;

1) Provide professional training and qualifications to untrained working teachers. 2) Upgrade the qualifications of serving teachers whose original qualifications are found out of date by educational changes and by reforms in the teacher education process. 3) Arrange refresher courses to familiarize modern practices. 4) Familiarize teachers with specific educational innovations such as curriculum change, production of Socially Useful Productive Works, Population Education, role of teacher in Non Formal Education (NFE) etc. 5) Training to be made continuous to enable the teachers to take up new responsibilities outside the classroom. 6) Improving the quality of Teacher Education.

A study conducted at Tanzania in 1984, focused on the need of improved strategies in teacher training at developed countries. The study was conducted by Kiwia where new dimensions were suggested for
organizing teacher training. He had mentioned five major suggestions in this regard

(1) To keep in touch with the developments in teaching professions.
(2) To refresh oneself the areas of their specialization.
(3) To experience with different encounters, discoveries and development.
(4) To fill in the knowledge explosion of the teachers professional teaching.
(5) To advance the horizon and competence level of a practicing teacher.

In 1997 a combined study published by Myers and Simpson discussed a revision in the teaching and professional growth. They suggested that teaching is not to be treated as a professional practice and teacher as a professional practitioner alone. According to them schools are the centers of training and teaching is an investigative process for problem identification, problem solving and an area of enquiry. In their view professional knowledge includes subject matter, content and knowledge, pedagogic content, curricular knowledge, technical knowledge, practical knowledge. The study report recommended that teacher education needs to be redefined. Teachers should acquire the competencies in values and diversities in professional practices. A teacher educator needs to be co-problem solver and co-investigator. As schools are learning centers,
teacher educators need to be professional participants committed to a mission.

A study related to the school teachers of Federal Republic of Germany, France and U.K. initiated by Sayeed (2000) identified several constraints prevailing in the teacher Education scenario. He focused on the need for making legislations to improve the training system of Teacher Educators so as to; A) Enable teachers to reflect development in their teaching practice throughout their professional life. B) To support teachers in the preparation and implementation of their individual school development plan. C) To support teachers in the implementation of curricular and other reforms in the Educational Service. D) To prepare teachers to assume additional responsibilities.

Some of the studies at the international level focused on the teachers and the role in the in-service training at England and Wales. In these countries In-service training programmes are statutory for all in the full service career of teachers. The statutory conditions of service provide for all fulltime teachers have to work at least five days in the training camp an year when they are not required to teach pupils. The training as a mandatory provision in the teaching profession is a novel idea in these democratic system. A Person who does not attend the training do have to
show sufficient reason for the absence and the performance in the training are credited in their wage structures.

In the Federal Republic of Germany In-service training courses are offered to subject area, types of school, types of function and types of individuals. In the training special emphases are being made to special topics nature conservancy and environmental protection. They also focused the intercultural learning health education, modern technologies and career counseling. Schools are being assessed on the basis of the In-service training obtain by the teachers and the performance shown by the teachers. Need assessments are made on the basis of scientific questionnaire which are compulsorily be attended by participants and teachers

In France teachers are to go for In-service training as a part of their service. The outcome of the training programmes is assigned in a variety of ways. The assessment is depended on the content included in the training. The involvement and participation of the teachers reflect their career and these reflections are being assessed in different ways. At the end of every teacher training programmes participants have to appear for an exam and the result of the exam shows their eligibilities and qualification. The poor
performance and the passive performance are not permitted to enjoy the eligible financial benefits as that of the best performances.

A study on in-service training of Primary School Teachers in Asia was conducted by Pires (1962). He found the following areas as objectives in one or the other countries.

(1) In-service training is organized for upgrading the professional knowledge and competence of teachers. (2) It is to extent the general education of the teachers. (3) It is to enhance the qualification of the teachers who are in service. (4) It is to provide opportunities for teachers to obtain increment in salary. (5) It is also aimed at raising the morale of the teachers. (6) In-service training improves public relations and provides training in community living.

Rellin in his study on In-service Teacher Education looked up on five objectives; a) To promote professional growth for efficient Teaching b) To familiarize teachers with subject matter and sources c) To stimulate self improvement among teachers. d) To equip teachers for leadership in the community. e) To orient new teachers to be efficient on their job.

Chilana (1971), in his study on the practices and trends relating to in-service education of teachers in Asia found problems in in-service course and of untrained teachers. He concluded that there is a need to
organize courses for all types of teachers pertaining to the future. The existing teacher training institutions should discharge their functions in the form of extension service to near by schools.

Pradhan (1996), conducted a study on in-service teacher education in Philippines. The study mainly focused on the following elements:

1) To upgrade the quality of education.
2) To demonstrate instructional administrative and supervisory technique and practices which are found effective in other parts of the world.
3) To offer opportunities to teachers for professional growth.
4) To help new teachers to get acquainted with new rules and regulations pertaining to their vocation.
5) To develop evaluation criteria for assessing the outcome of in-service education.
6) To simulate the process of Action Research.
7) To develop leadership.
8) To demonstrate new practices on methods of teaching.

2.3 National Level

Several studies have been conducted by different universities in connection with teacher training, teaching, profession, teaching and learning, teacher education, teacher capacity building and training utility at several occasions in the country. The most notable one was the fundamental philosophy of teacher and in-service education programme compiled by Hightower in 1956. The principles highlighted by Hightower
are the following. 1) Teachers must grow continuously to the expectation of their pupil’s growth. 2) Teacher must see the growth of every child in his classroom. 3) Teacher should recognize the multi-level of learners. 4) One should be able to adopt oneself to the changing condition to the needs of young people. 5) Teachers should contribute to the welfare of the learners through democratic process.

Jengera and Mukhopadhyaya (1987) pointed out that educational administrators and heads of institution should be given orientation for better management and school administration.

Aggarwal (1988), has given certain suggestions in in-service education as follows.

(A). Teacher Education should maintain the knowledge and skills of teachers. (B). Training should give opportunities to enlarge and improve the knowledge and educational capacity in all fields of their work. (C). Training should enable teachers to gain additional qualifications and to develop their special talents and dispositions. (D). Training should give an opportunity to raise the cultural and professional standards of the teaching force as a whole and strengthened its innovative vigor and creativity.

A study conducted by Sukla (1988) on the relevance and need of teacher education opinions that in-service teacher training is significant to
better courses. He is negotiated with the self practice of a teacher and empowerment of a teacher through in-service programme. Following are the details of his findings

1. The experiences that obtained from the pre-service teacher training programme are insufficient. It doesn’t provide a confident that required for becoming a teacher. But the training after obtaining a teacher will increase their confidence level.

2. Teachers are having lengthy service may feel that the earlier training they obtained are out of date. They may feel it as insufficient to express before the children. Such teachers do feel a changed condition and rooms for refresh chances to their knowledge and their skills. Hence refresh courses are to be formulated to ensure the utilization of entire human resource through training and practices.

3. Teacher training is an endeavor to strengthen the competence of below average teaching professionals. It is a helps to promote their assigned responsibilities and to improve themselves.

4. In-service training programmes are confident building programmes for teachers who are looking for a venue for promotion.

Neshla (1988), suggested the following for better results in in-service training.
(1) There must be a systematic, continuous and objective based assessment of the needs and demands. (2) There must be effective consultation with teachers in every type of school. (3) In-service Education must be voluntary so that interested candidates can be brought to the field. (4) Proper incentive should be given to the teachers. (5) Educational research and development must be totally integrated with in-service education. (6) The training programme must be organized at strategically located centers in a region so that all could take advantage of that. (7) There should be a proper co-operation among various agencies providing in-service education.

NCERT (Regional College of Education, Bhopal) prepared an evaluation report in 1990 pertaining to the programmes of mass orientation of school teachers of Madhya Pradesh. The study was aimed to identify the role of Key Resource Persons. Resource Persons, physical facilities of camps, curriculum transaction, use of Medias and quality of guest lecturers. They also aimed at the effectiveness of learning packages prepared on the basis of NPE components, learner centered approach use of media and continuous and comprehensive evaluation (CCE). This study also concentrated on the various innovative practices followed by faculties and practicing teachers. They also attended to study the follow up activities by way of obtaining opinion from the principals and teachers participated.
in the orientation. The study focused on the implications of training for restructuring the in-service training in the subsequent years. Major finding of the study are as follows.

1) Youngsters and newly recruited teachers were found more active, resourceful and participative in the programmes. 2) The physical facilities like toilets, water, light, seating arrangements etc were sufficient in many of the centers. 3) The training modules prepared for the training were not seen sufficient and self explanatory. They were not properly arranged for motivating the participants and develop competencies and trainers skills. The RPs assigned to the camp were not seen competent to discharge their duties and found less in their commitment, devotion and involvement. 4) The methodologies followed were lectures and discussions. There was no utilization of modern technology. 5) The guest lectures identified and deputed for interaction were mostly inefficient and ineffective. 6) The participants were not provided with sufficient accommodation facilities in the hostels. 7) The training concentrated mostly on assigned subjects where there was no scope for general awareness. 8) The transactions were mostly concentrated on salient features of NPE 1986. 9) There was no sufficient changes in the training modalities by conducting external classroom activities. 10) The programme was mostly provided to the teachers who obtained training in the previous days.
Jengeera and Ahuja (1990), studied the effectiveness of co-operative learning based training in an in-service training programme for teachers. They concluded that the ultimate effectiveness of training would be determined by the change in perception of children about teacher and teaching and improvement in their attainment.

Another study conducted by Faculty members of DIET Namakkal of Selam (TN) in 1992 was on a research project for developing a plan for in-service education for elementary teachers at the district level.

The study aimed at 1) To identify the expectation of DIET at the grass root level for in-service teacher education. 2) To review the existing status of in-service education since its inception 3) To identify the gap between the planned targeted and the actual situation. 4) To study about the causes of lapses in the objectives 5) To prepare a plan for in-service education of teachers with the existing facilities. The study was conducted among selected teachers and schools. The major findings of study were the following

a) Almost all teachers desired to have continuing education or refresher course in school. b) There was no seriousness to the National goals like UEE and MLL. c) The planning was made without the involvement of the teachers and there was no evaluation and follow up
after in-service programmes d) Educational functionaries including officials were not made aware of the objectives of the training and hence the training became one sided. e) Administrators opined that there was no difference in the attitude of the teachers after the training. f) The demand of the district could not be satisfied even by the DIET. g) All the teachers were not even trained even if there are strict rules. h) The needs of the teachers for their self empowerment were not even identified.

National Advisory Committee headed by Prof Yashpal (1993) pointed out that past attempts to improve teacher training and programme and institutions have met with rather limited success.

By-and-large teacher training continues to be isolated from mainstream academic areas related to education. In-service training too in most of the places has assumed the character of a ritual devoid of academic substance for the capacity to stimulate.

A study conducted by Kishore (1994) on in-service education was aimed to help the teacher to acquire the knowledge, competencies and skills required for an effective role of a teacher. The study also upholds the need for up gradation of teacher competencies and teaching method.
Jangeera (1995) conducted a study on teacher policy, training needs and perceived status of teachers. The study aimed at the following areas.

A) Document and analysis of the policy of state on teacher training. B) Analyse the recruitment procedure of the teachers. C) Analyse the transfer policy of the teachers in the state. D) To see the demand and supply of teachers. E) Initiation of the teachers in in-service training.

The study analysed the infrastructure facilities available at the district level for a better in-service training programme. The study focused the perception of the teachers about their social, economic and professional status. The study also focused on the training needs of the teachers. Jangeera used survey method for this study. He collected several data and following facts were developed.

1) Status policy Teacher Training Guidelines 2) Schedule of SCERT faculty 3) Schedule of District and Block level Officers 4) Training institute information schedule 5) Teacher schedule

The study identified the following facts

a) Teachers showed their genuine need for the initial training b) 30% of the teachers in Hariyana and 40% of the teachers of Kerala expressed
that initial training extended to the teachers was not satisfactory. c) In every district less than 50% of teachers could get opportunities to undergo training during the last five years d) The low enrollment in teacher training is due to lack of funds and the absence of proper policy

Teachers mentioned the need for empowering their skills in the following areas

1) Content of school subject 2) Method of teaching 3) Multi grade teaching 4) Playway technique in teaching 5) Preparation and use of improvised learning aids.

Most of the Heads of schools raised their needs in the following areas

a) General Administration b) Instructional support to the teachers c) Team building and d) Community support.

Govinda(1996), described the nature of teacher education, its importance and professional development through training. He illustrated the importance of teacher educators as the scaffolders of teacher insight and capacity building. Teacher educator is one who propagates the practical theories and the theoretical implications to formulate the classroom practices. Professionalism could be obtained within a short span
of time. It is an ongoing process in a developmental manner through experience and experimentation. The training camp must be a confidence building workshop where the trainees may feel their merits and demerits. One should be a reflective thinker. Then only the process of research and innovation infiltrate to his professional career. Professional development is confined not only in the classroom and training camp but also to be obtained from social participation in the educational fields. Such social factors will enhance the growth and development of a teacher in his profession. The support system from the fellow teachers, colleagues and officials will also add to increase the professionalism among teachers

Ianjaneya(1996), attempted an investigation in to the impact of training on teachers in the implementation of learning principles of APPEP. The objective of the study was to find out the changes in the APPEP schools after training and the difference between children learning in APPEP and non APPEP schools. The study showed a lot of difference in the activities of teachers and in the attitude of children. They concluded that the difference found in experimental school was due to the impact of training.

Arrora (1997), in his study about Ekalavya’s content specific activity based training of primary teachers focused on professional
empowerment of practicing teachers. Ekalavya, a Non-Governmental Organisation (NGO) started training to primary school teachers from 1986. There major objectives of training were

- Fine-tune the skills of learning doing approach
- Enrich teachers knowledge in different subjects
- Development of teacher capacity by undertaking Action Research

Salient features of training methodology adopted by the Ekalavya system were the following areas:

a) Training strategies are to be formulated at the higher level of a group of Key Resource Persons (KRP) who inturn provide training to Resource Persons (RP). These RPs at the middle level are to provide training to primary teachers. b) Training visioned for the KRP s and the RPs are similar to that of primary teachers who are at the bottom level. The duration of the training of the KRP s and RPs are for 10 days and that for primary teachers are of 15 days. c) In order to minimize the transmission loss the gap between training of KRP s and RPs and that of teachers are to be arranged in a sequential order. d) Entire training is activity oriented. e) The inputs are mostly based on waste material and local resources. f) Training materials are to be prepared individually by the participants and to be presented at the plenary session for better exploration of activities and successful performance in the classroom. g) Simulation in the major
training strategy. h) Training encourages individual participants to think and act effectively

Gupta (1997), described the role of NPE in In-service education. NPE 1986 has envisaged a highly possible in-service education among servicing teachers. It is visioned as a best requirement of teacher quality to all teachers during every 5 years of their service. This vision is to have a close contact of every aspects of changes in education for a better training vision. The orientation course for in-service programme includes Universalisation of Elementary Education (UEE), curriculum planning, curriculum transaction, evaluation, action research, use of media etc. The NPE also focused on adult education and programme evaluation. The design of teacher education also included remedial teaching and education of slow learners. In-service programme are to be provided by different agencies at different level. The different levels of beneficiaries are to get in touch with school based in-service education programme from agencies like SCERT, IASE, DIET which are focal points for in-service training programme.

There should be systematic in-service training and orientation of teachers in frequent intervals. There must be interaction among teachers with in a school complex on problems and issues relating to teaching and
learning. News letters, Magazines and such other publications can be used for interaction. The publications are to be the products of resourceful teachers whose innovative and school related issues may project. It is an exposure to resource centers and a valid composition for organizing summer schools, orientation programme, resource centers etc. Facilities for distant learning and supportive system are to be developed. There must be provision for filling up of vacancies while leave or teacher absenteeism occur. There must be a change of attitude among teachers to help the fellow teachers to undertake the duty of others to bring quality improvement in teacher education.

The studies conducted by Panda (1997) described the importance of DIET in Teacher Education. He observed that DIETs occupy a very outstanding position in the hierarchical structure of Teacher Education. They have applied the best effort to organize pre-service teacher education programme for elementary teachers. Their infrastructure facilities are found limited. Being an institution carrying a pivotal role in the scheme of Teacher Education, DIET needs to be strengthened by competent personnel of longer tenure and after being exposed to the roles and functions of the DIETs.
NCTE (1998), focused certain objectives for competency based teacher education. The norms proposed by NCTE are the following.

a) Teachers are to be provided with competency based teacher education to enable teacher competency b) Training module must contain slots to understand the cultural and socio economic background of elementary school pupil. c) Training should develop an insight in the problems of elementary education and acquired the competence to solve them. d) Training should comprehend the importance and concept of MLL for improving quality in school education. e) Training module should have provision for understanding the concept of cognitive and subject structure and their relationship with children learning. f) Training should make the teacher competent to compare the ways and means of learning under traditional and competency based teaching and make changes wherever necessary. g) Teachers are to be made competent to evaluate planning and implementation of co-curricular and other educational activities h) It should develop understanding about the ways of procuring and use of teaching learning materials to encourage guided or independent self learning habits among pupils j) Training outcome should be used to evaluate the continuous feedback of pupil with a view to assist them in achieving the expected level of mastery. k) To understand the principles and practices in getting a co-operation of others inside and outside the
school. l) To develop partnership with the parents in facilitating the development of pupil. m) To seek the co-operation from the community and various other developmental agencies to make the a center of development of the locality. n) To strive to attain professional excellence and follow basic values. o) To make sincere effort to practice a value base approach.

Dhar (1999), looked upon in-service training programme in a different angle focusing on different aspects of quality education. Dhar highlighted the need and importance of principles included in the educational policies and comments of the policy makers and administrators. The content of in-service education must have sufficient place for developing professional competencies. Most of the policy makers and administrators included in the curriculum formation do not have the professional competence to visualize the real need of in-service education. Developing a module based on the opinion of these policy makers lead to hardly a tangible benefit

NCTE (2000), in its report pointed out the issue and weakness of DIETs in Kerala. All DIETs possess qualified principals, Senior Lecturers and Lecturers with MA. MEd and having minimum of 5 years teaching experiences. They are good at organizing camps, processions and other
similar programme. But their professional capacity as Teacher Educators needs to be improved in respect of teaching ability and doing research. Competencies expected of a Teacher Educator need to be improved in certain cases. Teachers are recruited on the basis of merits and interviews by a special board constituted by the Govt. All DIETs are run by the Government of Kerala. The DIETs organized various programmes of the Department of Education and DPEP inculcating professionalism among the staff by using hardware and software for in-service and pre-service teacher training still remains a problem

R. Bains (2007), in his case study entitled as “A comparative study of integrated human resource development systems of public and private sector organisations” primarily focused on two major aspects. First, the human resource studies related to the public sector organization have emphasized on the limitations of the Human Resource Development Systems and made recommendations to improve upon them. The studies on the private sector have revealed that their Human Resource Systems are more integrated and have greatly contributed towards overall performance. This study was focused on the following objectives:
• The best integrated Human Resource Development practices followed by selected public and private sector organisations.

• The organisational structures related to integrated Human Resource Development System.

• Analyze the hindrances to the application of training and development of Human Resource Development Systems.

• Compare performance appraisal and assignment mechanisms used by public and private organisations.

• Prepare a framework by learning from the best Human Resource Development practices in private organizations for adaptation and application in public sector organizations.

His suggestions on Training and Development were

• Training system, in these organisation have to increase its focus on improving the quality of service given to clientele.

• There is a need for developing a high level of competence and involvement and thus inculcates a sense of deep commitment and understanding of the challenges of future.
• There is a need for a continuous programme of training for every individual to work as a member of an effective team and activate the potential to achieve the bank’s goal.

• The training has to move from traditional training, to training of the latest technological up gradation.

• Training focus has to shift from mere knowledge development to more of skill enhancement and creating an attitude for service.

• Training professionals have to be used more for training rather than departmental experts.

• Instead of traditional and passive methods such as lecture, more of active methods like case study, business games, and simulations have to be used.

• These organisations have to use extensive e-learning methods, which can save a lot of time and need not require employees to be away from jobs which hamper work.

• The benefits of Training and Development methods have to be utilised for practical purposes rather than they being used just to reflect it on paper. Training is the only significant people oriented activity which equips the personnel to do their job more effectively and efficiently.
Traditionally, Training and Development was not viewed as an activity that could help companies create value and successfully deal with competitive challenges. Today, the view has changed. Companies that use innovative training and development practices are likely to report better financial performance than their competitors that do not. The role of training has broadened beyond training program design. Effective instructional training remains important, but training managers, human resource experts and trainers are increasingly being asked to create systems to motivate employees to learn, create knowledge and share that knowledge with other employees in the company.

Several studies have been referred for identifying the nature and attitude of studies conducted by various investigators at national level. A large collection of materials from NIEPA showed the diverse nature of studies conducted on teacher training and its impacts. But the economic analysis and utility prospects are not been mentioned in majority of the studies. Yet some of the studies have tried to locate some minimum

Layug(1961), conducted a study on five years in-service education programme of public elementary schools. The normative study revealed that administration supervision, teacher pupil relationship and public
relations were the most important needed subject in the in-service education programme. For conducting the study deferent techniques were used including teachers meeting, interschool visits, informal discussions, demonstration classes, seminars, and open forums.

Srivastava (1966), tried to focus on the history of In-service Teacher Education in India from its inception till date by gathering materials from scattered sources. In his study he focused on growth and organization of in-service programme in India and its impact on secondary schools. It revealed that the attitude of teachers towards the profession as well as towards the extension programme stabilized after attending several extension programme.

Sanker (1969), had conducted an impact study on school improvement programme in Hariyana. The education department of Hariyana has extension service department on school improvement. The study revealed that

A) 70% of HMs and teachers thought that the extension services provided useful in making the knowledge up to date and increasing the efficiency of teachers. B) The changed attitude and outlook of the teachers helped to improve the school system including teaching. C) The extension service enabled the teachers to start experimental projects and also to co-
ordinate the work of different schools. D) A fair majority felt that the various activities undertaken were organised by keeping the needs of the schools. This has helped the Heads of schools and teachers in making classroom teaching effective. E) The extension programme helped the school Heads and teachers to show more interest in school work by organizing subject clubs, projects and the like.

The study found that the teachers are generally do not use teaching aids available in the extension department. But it is found that the publication of extension department were widely read with interest and found useful for their classroom practices. It was seen that the interest in seminars were least in priority. The extension department failed in follow up work as they were unable to chalk out any concrete programme to assure their activity. The Heads of schools, teachers and coordinators felt that the expenditure of extension services helped to improve the school condition. It was identified that effectiveness of school can be made useful by providing facilities and programmes in individual schools. The existing facilities and programmes were unaware of to most of the teachers and HMs. The study concluded with a remark that there is a greater need for more follow up programme to assess the implementation of new ideas, methods and techniques.
The SIE Maharashtra (1971) conducted a study on in-service training needs of rural primary schools in Pune. The main objectives of the study were to find out the in-service training needs of HMs in their academic and administrative work and to collect data for preparing a programme of in-service education and training of HMs. The need assessment revealed more than 50% of the HMs need practical knowledge in general science, 1/3 of them desired to have knowledge in mother tongue, grammar and mathematics. A large group of teachers desires to get knowledge of special method in Hindi. The HMs were asked to identify the areas in which they needed sufficient knowledge for better guidance and assistance. The four major areas preferred by the HMs were

1) Improvement in the system of Education. 2) Problems of school discipline 3) Methods of training in different subjects 4) Presentation of teaching aids

HMs focused special needs on the maintenance of five school records.

A) General B) Examination results C) School repair records D) Log book and E) Annual report

HMs also demanded for proper information needed to be added on the power and duties of HMs and other teachers, school inspection and its
method, relation between school, community workers in educational field and school organization. The tool administered for identifying the different areas of HMs in their profession are found as follows:

1) Inadequate school equipments 2) Inadequate school building 3) non – co-operation of Parent 4) Inadequate staffs 5) Non co-operation of local bodies 6) Non cooperation assistance and 7) Non availability of subject teachers.

Devaraj and Pavanasa (1972), conducted a study on the needs of secondary school teachers. The secondary school teachers, unlike the primary school teachers, undergo very few in-service training programs and hence the changes in the educational field were not realized with in tune with changed curriculum. The study aimed to the following areas.

- To find out the various in-service educational activities in which teachers participated
- To find the reaction of the teachers in various programmes
- To obtain the suggestions of the participants for improving further training programmes

The study revealed that majority of the teachers preferred seminars and the like discussions as the strategy for in-service training programmes.
for teachers. Lectures and other strategies applied by the RPs were measured in the secondary rank. The popular training strategies among the teachers were identified as seminars, workshops and audio-visual operations.

The best period opted for in-service training was summer holidays. Preference for terminal vacation and weekend training were also found suitable. HMs were opted as the best supervising agency for follow-up activities. Teachers also preferred changes in the classroom situation in accordance with the changes in methodology. Majority of the teachers viewed that training need to be given in the training on languages as order of preference. Elective subjects were ranked next to the languages.

Gupta(1979), has conducted a similar study of training needs for the secondary school teachers. The major objectives chosen by the study are

a) The relationship between the qualification and in-service education of the secondary school teachers b) The relationship between professional experience and in-service education of secondary teacher educators c) To identify the type of in-service education courses preferred by the secondary school teachers in view of the emerging curriculum changes d) To identify the specific units under each of the curricular areas
e) To study the convergence between the qualification and the instructional allocation

The study opened several new information’s with regards to the training of secondary teachers. The major findings were as following.

• There was some measures of association, though not very strong between the qualification of secondary teacher educators and their in-service education programme.

• There is a small relation of association between the training experience and the in-service educational programmes for teacher educators.

In view of the emerging curriculum changes at the school level and subsequently at the secondary teacher education level, the in-service teacher education courses required by secondary teacher educators were


But the relation between the qualification and instructional allocation, teaching of methodology of teaching geography did not find any specific results.
Mama(1980), conducted an impact study of in-service education of teachers in the state of Maharashtra. The study has four objectives. They were

1) To examine the concept of In-service education 2) To find out the academic and recreation of reading habits of teachers. 3) To find out the opinion of teachers on in-service programmes 4) To examine the facilities offered to the teachers to attend the in-service education programmes

The study adopted survey method for collecting information. The tools were questionnaire for different samples like Principals of college education, principals of secondary schools and teachers of secondary schools. An interview schedule is also prepared for experts in education and Principals and teachers of secondary schools.

The study revealed the following information.

1) Of the 51 teacher education colleges in the state, 26 provides extension centers. 2) Little importance was given to in-service education 3) The college of education conducted a variety of programmes, most of which dealt with subject matters, planning of test, evaluation and audio visual aids 4) No effort was taken for involving teachers in the planning, evaluation and follow up of in-service programme 5) The school teachers had no access to the college libraries except during their participating
period of in-service programme 6) In-service programmes were organized as weekend courses. 7) There was no adequate link or communication between college of education and school education 8) In-service programmes were controlled and directed by school principals 9) Principal can permit or disallow teachers to participate in the training programme 10) Majority of the teachers were found uncertain about the training and its objectives

SCERT (1980), Andrapredesh conducted a study on evaluation of in-service training of secondary school teachers in science teaching centers attached to college of education. The focus of the training was fixed on content and methodology. The study was to evaluate the in-service training programme of the science teaching centers in respect of their academic and administrative aspects. These centers conducted training for a period of one month duration.

The major finding of the study were

1) The proportion of the participant who understood the concept, principles and facts was 50% in Physics, 64% in Chemistry and 45% in Biology teacher. 2) Participants indicated that the concept formation process were impressive in physics and biology 3) Demonstrations were conducted in different units in a satisfactorily manner 4) The explanatory
aids were not used in a satisfactory manner in biology classes. 5) The laboratory technique employed by the teacher educators was useful to improve the professional competency. 6) Some classroom techniques were used during the training programme to improve the skill of using apparatus for science teaching. 7) As the training period was too short time devoted to practical was not satisfactory. 8) Though the course was academically valued at higher level the syllabus prescribed for teaching in schools were not in par with some of the topic prescribed in biology were not relevant to the age group of the student. 9) Several activities and projects undertaken during the training programme stimulated many teachers to undertake such project in the school and classrooms

Singh (1980), has undertaken a critical study about the programme of the pre-service and in-service education of the teachers of higher education in India. The investigator has undertaken the following area as the major objectives.

a) To study the needs of pre –service and in-service education programme as felt by the university teachers b) To identify the objectives of the pre-service and in-service education programme conducted by various institutions. c) To study the pre –service and in-service education programme in the country in terms of their type, duration, syllabi and
method of teaching. d) To gather general opinion of the participants regarding the performance evaluation of the participant and the usefulness of the programme e) To evolve a new syllabus for the training of teachers of higher education.

In this study selected university teachers as sample. The 512 selected teachers were from among pre-service in-service and untrained teachers. In selecting the sample, representation was given to all the universities. The investigators were prepared two sets of questionnaire and semi-structured interview schedule for collecting the data.

The investigators found the following major observation

a) The programme was helpful for the pre-service in-service and untrained teachers. b) The student desired more autonomy for decision making and interpersonal co-operation for effective group activities in the training situations c) The basic element which emerged in to a characteristic pattern of the 10th grade actual class room could be described as

1) The individually interpersonal meaningful question for personal cognitive outcome rather than emphasizing on group achievement in the imposed formal group structure. 2) The teacher defined learning direction for group structure 3) A pathetic attitude towards reality orientation of
social ideological awareness which was not conducive to striking a balance between theory and practice during the training learning process 4) The classroom of mathematics were generally characterised as co-operative supportive milieu interpersonally. The classrooms were oriented to the desired accomplishment group task and the classification of personal experience

Raina (1981), has conducted a study on “a factorial study of the personality, attitude to training and creativity of in-service and student teachers belonging to three subject areas. The pre-service science, arts and commerce teachers differed significantly in their attitude to teaching. The in-service teachers were the highest in the factors intellectuality, self strength, environment sensitivity and artistry.

Nagaraj (1982), in his study on ‘Evaluation of Radio correspondence cum contact in-service programme in Kerala’ focused on the following. 1) Examine the plan of training programme. 2) Ascertain the coordination among the organization involved in the training programme. 3) Diagnose the bottleneck in the process of training with reference to the administration of the programme. 4) Identify the trends of teachers in terms of its utilization in different subjects 5) Get a feedback from the trained teachers, teachers undergoing training regarding different aspects of the
program and needs, problems and perception 6) Ascertain the relative use of different components of training 7) Evaluating the contribution of radio and correspondence part of the training on the performance of teachers. 8) Evaluate the entire training programme and toget suggestion for improvement.

The study arranged its funding based on specific aspects like planning, evaluation and response of the trainers.

In the planning part finding were the following

a) There was the need for in-service training programme in Kerala
b) Majority of the trained teachers were not satisfies with the training they received
c) The training course in methodology was of poor quality
d) There was no comprehensive planning and implementation of the programme
e) There was no scope for using the feed back to improve the programme year to year.

At the organization level it was seen that

a) The co ordination among the SIE and AIR for Science and Maths and the CIFL Mysore for English courses was deteriorating
b) The organization of contact courses also suffered from lack of planning
c) The duration of the contact programme was inadequate
d) There was considerable delay in the supply of learning packets to the trainees and
there was no monitoring on the training programme e) The trainees were left to themselves for further clarification and clearance of doubts

As on Learning Aids, the study found

1) Learning packets especially in science were the most useful part of the training programme but they need improvement2) though the radio lesson was found useful all the trainers could not listen to this programme and hence the learning experience in the contact programme was inadequate.

In the Evaluation part, the study found that

1)There was no effort to evaluate the programme periodically 2) The grades awarded to the trainees were independent of the radio learner, resulting in the redundancy of radio components.3) Majority of the trainees felt that an exam at the end of the course would be proper

The response of the trainees as the last part of the study indicated its result as follows 1)Majority of the topic opted for learning were not studied earlier 2)The academic achievements of the student were improved 3)Learning packets should contain diagrams,figures, charts, illustrtions, examples and more units of learning 4)The programmes were interesting and useful but the duration was too short 5) Arrangements are to be made to clear the doubts. The contact program should be increased and
presented during the training period rather than at the end of the programme

Syag(1984), conducted a study on ‘Teaching Competencies of Pre-service and In-service teachers trained through different treatment of Micro Teaching” The objectives of the study were to find out the effectiveness of different training approaches: Peer feedback in Standard Microteaching Group (SMT), Peer-cum-audiotape feedback in Modified Microteaching Group (MMT) and college supervisor feedback in the Traditional Student Teaching Group (TST). The samples were from the student teachers from secondary school trainees in BEd.

The major findings were the feedback from in the SMT group and peer-cum-audiotape feedback in MMT group produced equal effect, but superior to that of TST group on the development of general teaching competence.

Purkar (1986), attempted a study on the effect of Micro Teaching of the training component of in-service teachers and its impact on pupil’s attainment. Major finding were;

a) Micro Teaching treatment had a positive significant effect on the development of skills.

b) Micro Teaching treatment had a positive significant effect on the
development of General Teaching Competency (GTC).

c) Micro Teaching had a positive significant impact on pupil’s attainment.

d) Micro Teaching treatment had positive significant impact on pupils liking for the teachers.

Sharma (1992), has developed an appraisal of accountability of Teacher Educators in Haryana. The study was undertaken for identifying the area of accountability of the Teacher Educators in the DIET and to study difference between the perception about accountability and their actual performance. The findings are the following.

Teacher Educators working in these pace setting institution have been pertaining their job as per required and there is incompatibility between the perception about accountability and their actual performance.

Ajith Singh and Anilkumar (1996), conducted a study about the training needs of primary teachers. Major objectives of the study were

- To analyse the state policy on teachers- their training, transfer policy, service condition and incentive for effective performance etc
- To assess the adequacy of facilities for in-service education of teachers
- To assess the training needs of the teachers
• To study the perception of teachers regarding their promotion

Survey method was adopted and the tool used was the Interview schedule

The major conclusions of the study were

1. The transfer policy of the state has a significant influence the level of performance of teachers.

2. Only limited percentage (12%) of the teachers have attended the in-service training programme

3. Most of the teachers reported that they need training on content areas, new methodology and techniques

Renganathan (1996), has developed Research project on developing a plan for in-service education of elementary teachers at district level. The major findings were;

Most of the teachers desired to have continuing education/refresher courses in schools. (2) No efforts were made to involve teachers in the planning, evaluation and follow-up of in-service programme. (3) Educational administrations were not concerned by the quality improvement after in-service programme.

Sarada (1960), conducted a study on the ‘effectiveness of strategies used in developing Information Processing Skill involving thinking in teaching of History’ The major finding of the study were
1) The strategies used in developing information processing skill involving are more effective than using traditional approach in teaching History 2) These strategies strengthen the imagination and understanding of the students 3) These strategies help the students in processing information in a meaningful compact structure

Khader (1997), did a study which was conducted on ‘a model for strategic planning of in-service training inputs for teachers. Major objective of the study was to outline a model for using strategic planning approach in choosing training inputs in the in-service training programme for teachers

The following were the major findings

1) Systematic planning of training inputs facilitates for teachers to perform their role effectively

2) The indicators provided the framework for planning the training inputs by facilitating the selection of training inputs, developing materials and verifying whether they make any difference.

“An Investigation in to the Classroom Management Behaviors of Teachers and its Implication for the Teacher Training” was an another study in this area conducted by Kulkarni in 1997.
Objectives of the study were

1. To identify the factor structure of teaching behavior in special context of classroom management

2. To study the classroom management behaviour of the teachers

3. To identify the factors that facilitates or hinders the classroom management behaviour of the teachers

4. To enlist the classroom management skills and draw implications of the same for teacher training.

Following were the major finding of the study. 1. The various factors served purely instructional function were a] General Lecturing, Competency covering questioning for feedback, BB work etc b] Teachers solicitation and reacting c] Linguistic competency/ deficiency 2. The various factors served purely managerial functions were A] General classroom management competency B] Instructive momentum C] Controlled smoothness D] Teachers status maintenance 3 The various factors served both managerial and instructional were A] General Lecturing Competency covering set, induction, explaining and stimulus variation B] BB work for original pacing C] Teachers positive physical movement D] Teaching flow management deficiency
Veketaiah (1997), conducted a study on the ‘Impact of outputs provided in DIETs on Teaching Competency’ Major objective of the study was to study the impact of inputs such as adequacy of staffs, academic and auxiliary facilities etc provided in DIETs on teaching competency of student teachers. The sample of the study was from six DIETs in A.P. The study drawn the following conclusions

- The student teachers belonging to DIET with adequate staff were superior in their teaching competencies compared to other DIETs with inadequate staff
- Individual guidance in subjects had significantly influenced the teaching competency of student teachers
- The teaching competency of the student teachers was higher where the DIETs provided more academic facilities

Pushpanadhan (1997) conducted a study on “Discovering Teacher Potential through the Capacity building Programme – An Experiment in Primary Education.” The study has major five objectives, they were the following

(i) To identify the teacher potential in organizing the educational activities in primary schools. (ii) To foster teacher potential skill through teacher initiated programmes. (iii) to find out the difficulties faced by the
primary teachers in teaching school subjects. (iv) to effectiveness of the programmes and (v) to train the teachers on pedagogical skills through the teacher initiated programme.

Major findings of the study were

   (1) It is found that the primary school teachers having various skills made learning more joyful. The specific talents of the primary school teachers were story telling, singing, preparing teaching aids etc. (2) Sensitising teachers in school issues was found to be effective to boost the teachers (3) Teachers participation in the capacity building programme was maximum (4) Teacher showed interest in participatory programme. (5) Teachers found difficulty in teaching mathematics and science. (6) Teachers opined that the teacher initiated in-service programmes were interesting and useful to the teachers as they were need base

2.4. State Level

Major studies that contributed to the teacher training, its impact and achievements are mostly related to the SCERT, DIETs, Internal Support Mission report of DPEP, researches conducted by KSSP and SSA. But these studies are also having their own limitations mainly related to the financial parameters, financial achievement and loss. Very limited attempts
were made to locate the financial aspects but most of the studies concentrated on pedagogy, administration, monitoring and evaluation.

A study conducted by Smt. Lekshmikutty Amma (1978) has attempted to study on The Role expectation of teachers. Major findings were the following.


Pillai (1992), conducted a study on the role of DIETs in promoting in-service programme for elementary teachers. Following roles were identified.
a) Provision of in-service training both in the awareness level and skill level.

b) Identification of innovative teachers who keep on trying new ideas in the classroom.

c) Maintenance of up-to-date progress and training profile of every teacher.

d) Development of scientific attitude among teachers.

e) Provision for self-evaluation.

f) Organization of follow-up programme.

g) Provision of full academic and resource support.

Mohanachandran (1993), conducted a study on the priority of training needs in management development of Heads of Primary schools in Kerala. Major objectives of the study were:

A) To identify the areas in which the Heads of school need training.
B) To identify the perceived gap in the competencies on various aspects of Planning and Management
C) To determine the training priorities on the basis of the felt need in actual work situation.

He concluded his work that the process of designing a training programme follows the following steps.

- Identification of learning needs
- Establishing objectives
- Fixing content areas
Sequence the content and

Methods

Menon (1993), has conducted a study on selected DIETs in Kerala. The study identified several problems in teacher training and suggested solutions for improving the situation of Teacher Education in Kerala. The major suggestions are;

A) The Government of India assistance should go directly to the autonomous institutions.B) Constitution and activation of state level and district level steering committee for teacher education projects.

Chacko (2000), has conducted a study on “Availability and utilization of education media during in-service training imparted by Educational Technology faculty of DIET in Kerala.” The findings of the study were;

A) Majority of the teachers are not trained in the main areas of Educational Technology.B) Physical facilities are not adequate as per the DIET guidelines.C) DIETs are not equipped with hardware and software.

Training provided to teachers in operating technological equipment during in-service training are far below the expected level.
The researcher has reviewed nearly four hundred and fifty books, two hundred Research papers and as much number of periodicals in connection with this study. All these studies are mainly related to Teacher Education, In-service training, In-service teacher training, Pre-service training, Learning technique and functions of SCERT and DIETs. Apart from these aspects these studies focused on the quality dimension and quantitative aspects. Though all these studies are connected in one way or another with the teacher training, none of them has gone deep in the evaluation of training programme of teachers, benefits to the learners, extend of fund utilisation and the issues connected with HRD programme. So the present study is proposed to fill the vacuum that exists in the arena of HRD and Teacher Training. The reviews helped the investigator to develop an insight in planning the modus operandi of the present study.

The review of literature has enriched the investigator in (1) forming the Design of the study,(2).Methodology and (3) Analysis. This also helped the researcher for the avoidance of duplication, wastage of time, money and energy

2.5 Conclusion
The investigator went through a large number of materials related to the ensuing study and the review helped to develop an insight in planning the modus operandi of the present study.

The review of the studies and literature has enriched the investigator in the design of the present study, methodology and analysis.

All the study focused either on quality aspects or quantity aspects of training and related areas. The very essence of HRD aspects are rarely been touched and hence the immense expenditure incurred on HRD are not been scanned. The large sums of wealth which includes the major portion of the budgetary provision and welfare scheme are unheard and unseen every year. In this context a study pertaining to the utilization of funds and its impact to HRD is essential. Hence it is to be ensured that its excellence and expansion is in the proper way.