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CHAPTER - I

Introduction

Swami Vivekananda says "Education is the manifestation of perfection already in man". Education is a process of development from the cradle to the graveyard. Man becomes a true man through education and he alone can be educated while the other living organisms are trained. While his life is guaranteed by food, it is glorified by education. Teachers discharge this noble task of glorifying the life of men.

Education which was once a bipolar process, where two factors viz., the teacher and the taught were engaged in transacting the business of education, has now become a tripolar process, wherein the third element of society is included along with the other two factors. Thus in addition to the taught, the society also expects a lot from teachers. In view of the above factors the importance of an effective and efficient teacher in the educational process is indeed indisputable.

One of the criticisms of the present education is that it is mainly a training in words and not in ideas, it is a training in cramming of facts for a temporary period near examination, it discourages thinking, it discourages creativity, it encourages made-easy books at the cost of text books and it makes libraries redundant. It is academic and
not application-oriented and it fails to excite students about intellectual adventures. Another criticism is that the teachers are not oriented with the latest teaching methods which are vital for making the classroom teaching-learning process interesting. Refresher courses need to be organised for teachers in regular intervals of their teaching career. Such refresher courses should at least blaze a new trail. The courses should include free and frank discussions, prescribed reading by participating teachers, presentations, talks and projects by them, reading from current books and journals and activities of similar nature. There should be an academic climate of learning and glimpses of modern developments in individual disciplines.

Role of Teachers in Education

The ups and the downs of the society is in the hands of teachers. Teachers are supposed to be stimuli to the backbone of the society which comprises of the youth and students. Teaching profession is a noble profession and a lot of responsibilities lie with the teachers in making the society progressive and healthy. Therefore, the temperament of a teacher must be scientific in real sense of the term to strengthen the integrity of science and the scientific attitudes of the learners.
The success of the educational system lies in the hands of the teacher who handles it. Any worthwhile change in educational organization and system can be effectively implemented only by efficient teachers. The National Policy on Education 1986 rightly emphasizes the importance of teachers as follows: "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers".

However, the entire edifice of education is shaky if the teacher is weak and ineffective. But unfortunately it is true that most teachers available in the educational system are not effective and efficient, and on the other hand, there is none as ineffective teacher or inefficient teacher. All teachers are contributing their mite to the noble task of education according to their abilities and capabilities. But some teachers are less efficient and less effective as compared to their counterparts or in the sense that they do not fulfill the expectations of the taught and the society.

Today, the role of a teacher is being viewed as a facilitator of learning or creator of learning environment. "Knowing the subject matter" and "communicating it effectively" for better learning are two independent skills.

A good teacher knows that his primary function is not to teach students just the task of memorization, cramming books and passing examinations but to wake up their minds to a
desire to know and, if possible, to find and discover. The teacher firmly believes that his/her part in the process of instruction is that of a guide and instructor, or a superintendent of the operation by which the pupil teaches himself. Therefore, instead of remaining at the helm of affairs, all the time in the class, he regards himself as an ordinary member of the group. He uses his resourcefulness and insight to guide the activities of his students without giving them the idea of dominating the group, or imposing his will on them.

A good teacher never loses interest in his work, for he knows that he will be able to hold and evoke the interest of his pupils only if he is himself interested in his work. He does not allow himself to become a victim of boredom and monotony and therefore, he is always on the look out for opportunities to gain fresh experiences. He remains a student all his life, retaining the child's curiosity to know new things. His real education begins from where his professional training ends. He learns as he teaches, and he teaches as he learns. With each passing year, a good teacher becomes better by growing in knowledge and professional competence.

According to Rabindranath Tagore the teacher occupies a very high position in the educational system. While speaking about the qualities and expectations of a teacher, he said,
"The most important truth, which we are apt to forget is that a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has living traffic with his knowledge, but merely repeats his lessons to his students can only load their minds. He cannot quicken them. Truths not only just inform but also inspire. If the inspiration dies out and the information only accumulates, then truth will lose its infinity. The greater part of our learning in the schools has been a waste because, for most of our teachers, their subject are like dead specimens of only living things with which they have learned acquaintance, but no communication of life and love.

William Adam too expressed the same idea by saying that the teacher makes human beings. He is the foundation stone of education; thus, he is the inspiration behind human culture and the formative force for the present as well as the future of the human race. Herbert (1966) an eminent educationist had stated that effective teaching should never be artificial. According to John Dewey (1953) the teacher should act as a friend, philosopher and guide. Our father of the Nation also expressed the same opinion about a teacher.
Teaching-Learning Process

There are various broad patterns for sound teaching and learning processes. But under both good pattern and weak pattern, the role of a teacher remains individualistic in action and performance. Teaching is a highly individualistic act like painting and poetry writing. One is merely to see that he or she is not an irrelevant teacher under wrong pattern. Like any audience or consumer group, students are very quick in judging the quality of a teacher. So, for identifying good teaching a teacher has to study student's mental processes and academic gains that they derive.

It must be realized that the heart of any educational system is the teaching-learning process and neither education policy nor any such innovative strategy will lead to a significant improvement in the educational system, unless the most vital aspect, viz., the teaching-learning process is sound. It is only the community of teachers which can improve this process and it is imperative that teachers organize themselves at local, regional, state, national levels in the form of forums for improvement of teaching-learning process.

Teaching-learning process is effective and successful only when the class is managed effectively by the teacher. The effective classroom management includes, teachers' presentation of the subject matter, interest created on the subject, involvement of the student, etc.
In the modern technological era each new generation must be better informed and learned than the preceding generation. This improved state can be realized only if the quality of teachers and teaching-learning processes become superior in each generation. It will indeed be fatal for a country if quality of teachers and teaching-learning processes deteriorate in subsequent generations. Perhaps, we are in the later situation, and therefore, facing a crisis of survival.

The Place of Pre-Service Education

The pre-service education of teachers has been going on in India right from the beginning of the present century. The programme is being continuously reviewed by teacher-educators and educational administrators alike. The training colleges in India, more or less, concentrated their efforts mainly upon the pre-service training of teachers. There was very little co-ordination between the work of training colleges and the schools. The training colleges impart a formal training procedure to their trainees which ordinarily does not match with the regular classroom situations in schools. They also generally do not look into the needs and requirements and the practical problems of the field, as a result of which there is a big gap between the theory and the practice of the teacher training programmes. After leaving the portals of the training colleges, the teachers are apt to forget what had been learnt or practiced in the training
colleges. So, to cope with the latest developments in education, in-service training is needed to a great extent.

Need for In-service Training Programmes

Besides the preparation of teachers through pre-service teacher education programmes, it is essential that they must be academically updated with the growing trends and techniques. With the explosion of knowledge and rapid changes in educational methods and techniques of teaching and learning, new stipulations are made about the teachers' competencies. It has been accepted that teacher education is a continuous process and its pre-service and in-service components are inseparable. The National Policy on Education (1986) and the CAPE Committee (1992) have given due emphasis to in-service education of teachers to keep them abreast with the changing national goals, revision of school curricula, additional inputs in teaching-learning system, strategies etc.

An academically brilliant scholar need not be a good teacher. He should have knowledge of the different teaching techniques, their adaptability and limitation, so that he may select the most appropriate technique/techniques for any teaching-learning situation.

What is learnt by the student matters more than what the teacher teaches. There is no teaching where there is no learning. Some teachers have drawbacks in respect of
communication, student involvement, blackboard work, presentation etc. To maximize learning, the teacher must be aware of the basic principles of learning. He should be conversant with the modern methods of teaching for disseminating the vast knowledge resulting out of expanding technology in a fast, purposeful and effective manner. To familiarize the basic principles of learning, teaching, application of educational technology in the teaching-learning process, evaluation procedures and curriculum development, they must be trained in pedagogy and the methods of teaching and learning.

In the absence of any systematic training for entry into teaching profession, most of the times, teachers emulate old guards. Consequently, their performance is determined by chance rather than systematic learning of teaching skills. A particular style, how-so-ever effective may become outdated within a short span of time. This may leave a teacher in a state of confusion. Here one must remember that teaching profession is considerably different from other professions, particularly on account of its ethical and social responsibility/concern dimension. Teacher is not only a person who imparts education in a particular discipline but is also a guide and a leader who influences the behaviour and achievements of present and future generations. He is the embodiment of national character.
The teacher is said to be the maker of the nation, but he cannot perform this task unless he is constantly kept in touch with the latest methods and techniques of teaching. His responsibility becomes a huge, unbearable burden, if he is equipped with nothing more than one or two years of initial training when he begins teaching. He has to face and find solutions to the problems of actual teaching in school. And it is inevitable that the assumptions, methods and ideas of teaching should change with time, circumstance and places. Hence, it is necessary to keep the teacher in close contact with the latest trends of thought and method in the world of teaching, through in-service training, because "in the rapidly changing world today, one thing is certain, yesterday's educational system will not meet today's and even less so, the needs of tomorrow". This profound observation of the Kothari Commission remained at best a quotable statement. The truth about our educational system is reflected in what Ivan Illich has said that the schools and colleges are "psychological prisons, with a hidden curriculum inculcating conformity".

The University Education Commission (1952) observed: "An urgent reform is the introduction of vacation refresher courses for the High School and Intermediate College teachers".
Hass (1957) lists the in-service educational needs of teachers as follows:

1. Maintaining of familiarity with new knowledge and subject matter.
3. Improved knowledge of teaching methods.
4. Increased skill in providing for the individual differences among pupils.
5. Improved attitudes and skills involved in cooperative action research.
6. Greater skill in utilizing community resources and in working with adults.
7. How to learn a new job.
8. The development and reinforcement of common values and goals.
9. The building of professionalism and high morale.

Hence it is clearly evident that the in-service education of all professional personnel is the major key to the building of a greater professionalism among teachers and that too particularly for the primary and secondary school teachers. Brown (1966) said "As the professional life of teachers increases, the necessity of their having intellectually stimulating experiences increases. If this need is not met, teachers, working with immature alert children, lack the familiarity with significant contemporary
developments which pupils have a right to expect, and pupils are deprived of association with intellectually stimulating teachers."

Importance of In-service Training Programme

The concept of in-service training is a 20th century notion. Educationists felt that the teachers' preparation does not come to an end with the completion of the course in a college of education. It must be regarded as a continuous never-ending process. The term "in-service" is self-explanatory. It refers to the education a teacher receives after he has entered the teaching profession, and after he has had his education in a college of education. It includes all the programmes, educational, social or others, in which the teachers takes part, and all the extra education he receives at different institutions by way of refresher and other professional courses, plus all the tours and visits which he/she makes. All these experiences enlarge the vision and knowledge of the teacher.

The Commission on Teacher Education in U.S.A. explained very vividly and clearly: "The continued education of teachers means much more than making up defects in preparation. It means continuous growth in the capacity to teach". In the 35th session of the International Conference on Education held in Geneva, the UNESCO Chairman stressed the importance of in-service training programmes. I would like to
quote Thomas Arnold's quotation which has given importance to in-service training programmes, he said: "I prefer that my students should drink from a running stream, rather than a stagnant pool!". The hallmark of a good teacher is that he is himself always learning and always developing his knowledge and understanding of children and young people. In short, a teacher should be a person, who because of his attitude to knowledge, to ideas to his fellows and to life generally, is better educated today, than he was yesterday, and will tomorrow be better educated than he is today.

In-service training programmes have now become part and parcel of teacher's career. The National Policy on Education (1986) has visualised reorientation of content and process of school education to bring about over-all improvement in its quality. The Programme of Action (1986) and CAPE Committee (1992) rightly emphasise the need and importance of in-service training programmes for school teachers.

The in-service education is not the responsibility of the teacher alone. If we really want our education to come on par with the other educationally advanced countries, it has to be promoted by several agencies. The agencies are: schools, teachers, colleges, government, and teachers' organisations and of course, self-development of professional competencies by the individual teacher.
Types of In-service Training Programmes

In-service training and education have been given under various ways in various situations. Normally the method of selecting the programme depends on the information imparted among the teachers. It also depends upon the demand and need of the teachers and educational administrators. Each and every programme has its own merits and limitations. The following programmes are most commonly used by our government and other organisations to impart new knowledge, to introduce new innovations and methods.

Refresher Course:

A classroom or correspondence course for persons already engaged in a particular occupation for the purpose of reviewing basic studies or mastering new material applicable to their work. Normally Extension Services Department and some other agencies organise this course for teachers and others to upgrade their knowledge, methods and help them to reap maximum output with optimum effort. This course helps to develop the confidence among teachers to teach effectively and interestingly.

Content Course:

A course in which formal or conventional facts are less emphasised than natural facts. The acquisition of information or knowledge is the main aim of this course. This is slightly
different from refresher course. In refresher course, the whole emphasis is upon the general concept, whereas in the content course the main focus is on the contents of the syllabus. In this course, the content is analyzed and the suitable method for teaching is explained.

Orientation Course:

A course in which the aim is to introduce the teachers to some phase of life or education or help them adjust to it. Usually the new teaching techniques, modern aids and new innovations in the field of education are introduced with the help of this course. This course helps the teacher to make acquaint with new methods, techniques and innovations.

Workshop:

An arrangement under which special facilities, including a wealth of source material and specialised personnel for group and individual conferences, are provided by an educational institution for individualised small group study of educational problems that are of special interest to advanced students of education or to teachers in service; frequently provided in such areas as curriculum, administration, guidance, higher education and secondary education. The optimum number of participants should be fixed in advance. For each meetings, the duration is to be clearly charted out. The matters for the working papers should be
given before hand. We must select the best time of the year for holding the workshops. Follow-up work should be shouldered by some responsible personnel. Through workshop the participants may gain the practical experience of what they intended to learn.

Discussion:

An activity characterised by adherence to a topic, question or problem about which the participants sincerely wish to arrive at a decision or conclusion. It is frequently used as a learning procedure, as in the socialised recitation. It differs from debating, in which the participants seek to prove a point rather than to discover the truth. In discussion, participants freely express their views and their problems and it helps the teacher to select the most appropriate technique and method of teaching in their classroom situation.

Demonstration Course:

A course offered by a teacher-education institution to show prospective teachers or others the practical application of educational theory in actual school situations. This course helps teachers to know the method of delivering information in the practical situation and teachers are gaining actual field experiences.
Laboratory Course:

A course in which units of instruction consist of laboratory experiments usually conducted in laboratory buildings or rooms set apart for practical investigation in any of the sciences. It is a course in which the laboratory techniques of problem solving through individual and group research and experimentation are applied to specific problems in a field.

Conference & Meeting:

A meeting in which teacher and parents or teachers together discuss and evaluate problems of child development and the suitability of the curriculum to the needs of the child. A meeting in which the children, with the teacher's guidance, plan, discuss and evaluate school experiences.

Visiting:

Observation of the work of a teacher or supervisor may or may not be announced, and may be made either at the invitation of teachers or at the initiative of supervisors. The visits by teachers of other students within the same school system or in other schools, become a part of the in-service education of teachers.

Consultant Service:

An act of guiding teachers, individually or a group, for their better performance. Individual attention is given and
the problems of the teachers are taken separately. The consultant service helps to diagnose the problem separately and helps to give the remedial measures for the problem.

Competition:

Conscious or unconscious activity involving rivalry, in which one person or group tries to outstrip or gain advantage over other persons or groups. This is helpful to the participants to develop their creativity and individuality. This also helps to improve good habits among participants. Mainly competitions are conducted for students than teachers.

Publications:

An act of circulating useful information in the written, typed or printed form. The research findings and the reports of the seminars, workshops, orientation programmes and other activities are compiled and distributed to the teachers for upgrading their knowledge, techniques and to know the latest innovations.

Need for the Study

We are living in a scientific age and it is necessary that awareness programmes are organized on a regular basis for all (commoners and professionals) to follow what is going on in the expanding world of knowledge.
The National Policy on Education (1936) visualized reorientation of content and process of school education to bring about over-all improvement in its quality. During the past seven years the content of education has been reorientated in line with the latest developments and demands of the society, on the one hand, and of the different disciplines, on the other. But the recent exercise of curriculum renewal is the story of an unfinished task because enrichment of curriculum has not been accompanied by a corresponding change in the mode of curriculum transaction. In order to fill this gap, the CAPE Committee (1992) has also given importance for retraining programmes.

Some institutions, organizations and societies are organizing state-of-the-art courses or lectures in new technologies, new methods or topics on a continuous basis to generate awareness and curiosity among public and professionals at large. In-service training is necessary for refreshing and reviewing of the knowledge in the light of new discoveries from researches and new scientific and technological inventions. Whatever programmes have been launched in the name of in-service education are only formalities and no efforts are made scientifically to find out the effectiveness of the programmes. So, a scientific procedure is needed to evaluate the effectiveness of in-service programmes.
In this progressive world, any commodity in the market is adjudged best only when the consumers derive the maximum satisfaction from it. Likewise in education too, students are the consumers who can judge the teaching of a teacher. They can express good opinion only when they derive maximum satisfaction with the teaching of their teacher. Therefore, it is desirable to treat the opinion of the students as a criterion for finding the effectiveness of teachers in teaching.

Achievement scores are the quantitative indicators of learning. Normally, the effectiveness of new methods, new innovations, etc. in education are judged on the basis of students' achievement only. Educationists have been thinking that achievement test is a meaningful and scientific measure to evaluate the learning of the taught. In order to find out the effectiveness of in-service training programmes, it is better to find out the opinion of students towards their teachers' teaching as a result the teachers' attending in-service programmes and exploring a relationship between such opinion of students and their achievement scores.

Statement of the Problem

Learning is a life long process. In this context, institutions responsible for teacher preparation also need to revisit their objectives. The ideal scenario would be to involve teacher preparation centres in providing in-service
training programmes to the teachers to keep them abreast with growing knowledge, in addition to the primary role of preparing pre-service teachers. Pre-service and in-service should go hand-in-hand for a healthy educational climate in schools. In India, very few colleges of education involve in extension activities, whereas the need for such activities is well emphasised in the National Policy on Education 1986, Programme of Action 1986, Acharya Ramamoorthy committee 1990 and Janarthna Reddy Committee 1992. Even in the few colleges where extension services are organised, systematic evaluation of the effectiveness of in-service training programmes is conspicuously missing. It is in this context that the investigator is attempting to study whether or not the teachers' attending in-service training programmes has any impact on the actual teaching-learning process at school level. By recognising the fact that the impact has several parameters, the investigator is limiting the investigation to two areas namely, achievement of the students' and their attitude changes. Therefore, the study is titled as "Efficacy of In-Service Programmes of Teachers on the Achievement and Attitudes of Students of Secondary Level in Coimbatore District".
Objectives of the Study

The objectives of the research study are operationalised as follows:

1. To study the effectiveness of in-service training programmes on the achievement and attitude of students.
2. To study the attitude of teachers towards in-service training programmes.
3. To find out the effectiveness of in-service training programmes among the male teachers and the female teachers.
4. To find out the effectiveness of in-service training programmes among teachers working in government school and teachers working in aided schools.
5. To find out the effectiveness of in-service training programmes among the teachers working in the schools in rural areas and the teachers working in the schools in urban areas.
6. To find out the effectiveness of in-service training programmes among teachers on the basis of experience in teaching.
7. To find out the effectiveness of in-service training programmes among teachers on the basis of number of in-service training programmes attended by them.
8. To find out the effectiveness of in-service training programmes among teachers on the basis of the follow-up services received by them.
9. To study the perception of heads of institutions towards the teaching of the teachers who attended in-service training programmes.

10. To find out the relationship between students' perception on teachers' teaching and the achievement of students.

Definitions of Terms Used in the Study

Educational terminologies have different interpretations. In any research on education, it is desirable to define the key terminologies used so that there is no misunderstanding of the theme as well as the results of the study. The following key terms used in the study are defined for clarification.

Teaching:

The dictionary of education defines teaching as "narrowly the act of instructing in an educational institution; broadly, the act of providing activities, materials, guidance that facilitate learning in either formal or non-formal situations".

According to Adams (1967), teaching is an act which "affects eternity" and Dale (1965) defines "to teach is to transform by informing, to develop a zest for life-long learning, to help pupils become students matured independent learners, architects of an exciting challenging future, a kind of communication a meeting and merging of minds".

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Battacharya (1973) defines teaching as a "complex activity carried on in the complex situation of the school, by complex organisms, human beings (teachers) directed towards more complex organisms (students) who are constantly undergoing complex changes".

Hough and Duncan (1970) define: "teaching is also viewed as an activity, a unique professional, rational and human activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others. So the teacher is (or must become) a professional, who is capable of making rational, human and creative decisions regarding the teaching act, with the capability of using a body of specialized knowledge, making rational, professional decisions and making these decisions on behalf of others".

The education commission (1964-1966) has emphasized that education is the one and the only instrument that can be used to bring about change towards the social and economic betterment of India. Such a process of education focuses around teaching-learning in the classrooms. Reiterating the same, Mitra (1972) has rightly said that the aims, processes and evaluation of education are primarily associated with teaching. Therefore, the vital problems in education cannot be solved unless we look into the problems and processes of teaching.
Learning:

Ausubel (1968) defines learning as a relatively permanent change in behaviour as a result of past experience, either produced incidentally or through institutional learning through teaching.

Achievement:

It refers to the performance of individuals in school or college in a standardized or teacher-made series of educational tests.

Garrison (1964) defines achievement as the attained ability or degree of competence in school tasks, usually as measured by standardized tests and expressed in age or grade units based on norms derived from a wide sampling or pupil performance.

According to the dictionary in Psychology (1962), achievement is defined as the proficiency of performance, generally measured by standardized task or test.

According to the dictionary of Education, academic achievement is the knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers.
Attitude:

According to the dictionary of Education (1992), the term 'attitude' refers to the pre-disposition to perceive, feel or behave towards specific objects or methods in a particular manner.

Attitude Measurement:

Attitude measurement refers to the use of attitude scales and tests devised to throw light on temperament and personality traits.

Efficacy:

According to Oxford Advanced Learner's Dictionary, the term 'efficacy' refers to the state or quality of being efficacious, where 'efficacious' means 'producing the desired result'.

According to Chambers 20th Century Dictionary, the term 'efficacy' refers to the power of producing an effect.

Efficiency:

In The Encyclopedia of Education, efficiency in education is defined as, "The ability to produce or achieve a desired effect with a minimum of effort, expense or waste. This usage also implies some measurable quantities but quite often involves educational activities in a manner more socially, psychologically and politically than economically oriented".
According to the Dictionary of Education, the term 'efficiency' refers "the ability to achieve desired results with economy of time and effort in relation to the amount of work accomplished".

In-service Education:

In the Encyclopedia of Educational Research, Hass (1957) defines in-service programme as, "all activities engaged in by the professional personnel during their service and designed to contribute to professional improvement".

It refers to the education a teacher receives after he has entered the teaching profession, and after he has had his education in a college of education. It includes all the programmes, educational, social or others, in which the teacher takes part, and all the extra education he received at different institutions by way of refresher and other professional courses, plus all the tours and visits which he makes. The definitions indicated above are applicable in the context of the present research study.

Scope of the Study

The purpose of any research in education is to suggest better methodologies for a conducive teaching-learning process. The research topic should be selected in such a way that the results have direct or indirect impact on classroom
teaching-learning process. The present study aims at exploring the nature of relationship between teachers' attending in-service training programmes and students' achievement results either side. Presence of a relationship or absence of such relationship may have profound implications for the future planning of in-service training programmes. Presence of such a relationship might help in the introduction of more extension services activities and organisation of more in-service training programmes. Absence of relationship might help planners to revisit the objectives of in-service training programmes in order to refine them. Therefore, the present investigation is very vital from the planning point of view. Though many national level seminars, and research fora keep on insisting the need for extension services in colleges of education the real scenario is rather disturbing. Only a very few colleges have such extension services department, for example, in the entire state of Tamilnadu only four colleges of education out of twenty three have extension services department. Therefore, the result of the study might help the government to plan extension services activities at the state level. At the institutional level, results of the study might help the existing colleges of education to reorient the curricular areas taught in a pre-service setting keeping in view the needs of in-service teachers. The results could help teacher preparation centres
to make proper synchronization between what to be taught in a pre-service setting and what is needed in the actual classroom setting.

At the school level, the results have many different ramifications. It is vital to sustain the zeal of teachers in teaching, so as to develop the future citizens as propagated by the Kothari Commission. The interaction with the heads of schools and teachers would reveal whether the course is just treated as an intellectual exercise or a constructive process towards the total development of the child. Since the major beneficiaries of the in-service training programmes are none other than the teachers, their reactions would be of immense help in the better planning of in-service training programmes. Students become another prominent stake holders of educational system. Many research studies highlight the importance of consumer oriented evaluation in research. To fall in line with this objective, student perceptions about teachers are also studied in the present research. Therefore, their views might also contribute to the better planning of need based in-service training programmes. In short, the research study has implications right from the administrative hierarchy at the state level to the classroom setting at the school level. Therefore, the scope of the study is evident from the broad application aspects which are expected to be highlighted through the analysis of the responses.
Delimitations of the Study

Research studies in general may have limitations due to many factors. It is the responsibility of the researcher to see that the study is conducted with maximum care in order to be reliable. However, the following limitations were unavoidable in the present study.

1. The present study is confined to the teachers in the selected schools in Coimbatore district only. Time permitting, this would have been conducted in at least five districts.

2. School learning involves curricular and co-curricular activities. This study takes only the curricular activities. Co-curricular activities are not covered.

Despite the above cited delimitations, sufficient care has been taken in selecting the sample, constructing tools, gathering suitable data and making appropriate analyses, etc.

Organisation of the Thesis

This thesis consists of five chapters. The first chapter, which has been just concluded dealt with the introduction, objectives and statement of the problem. The second chapter deals with the review of related literature. The third chapter describes the methods and procedure of the study. The fourth chapter presents the statistical analysis, results and interpretations. Finally, the fifth chapter gives the findings, suggestions, recommendations and conclusion.