Chapter 2

REVIEW OF RELATED STUDIES

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REVIEW OF RELATED STUDIES

The review of related literature is an essential component of a research study as it gives insight into the concept and framework of the study. A review of the studies relating to in-service programmes for teachers conducted in India and abroad has been summarized and presented under appropriate heads in this chapter. The review of studies included in-service teacher training—Principles and Practices, infrastructure for in-service programmes, training needs, mode of delivery, training strategies, classroom practices, instructional materials, educational technology, school climate, community support, monitoring, evaluation and follow-up activities, models of teacher training, effectiveness of teacher training programmes, comparative studies, pre-service teacher education, studies on SSA, studies on SSA Kerala and studies on SSA Tamil Nadu.

2.1 In-service Teacher Training: Principles and Practices

Teachers are expected to play new roles as part of the systemic reform efforts. In-service programmes increase the knowledge, skills and positive beliefs of teachers. Teacher development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals. Professional development requires systemic reforms, changing both structures of school and the norms and practices within them. Professional development of teachers begins with initial teacher preparation but continuous learning requires regular in-service education programmes. Many research studies have acknowledged
that in-service education plays a significant role in professional development and making them competent teachers.

Rellin (1949) in his study of the in-service education of Philippine Public School Teachers suggested five prominent objectives. The in-service education programmes are to be conducted to promote professional growth and efficient teaching, familiarize teachers with subject matter and sources, stimulate self improvement among teachers and equip teachers for leadership in the community and to orient new teachers to be effective on their jobs. He found out that significant methods like teachers meetings and conferences, demonstration classes, visit to schools, supervisory services like conferences, memoranda and issuance of bulletins were employed to achieve the objectives.

Hightower (1956) laid down the principles which should form a part of the fundamental philosophy of teachers and the in-service education programmes should endeavour to promote them among teachers. These principles state that teachers must grow continuously in their profession. They must believe that every child in her room can learn. They should recognize that their pupils differ in ability and achievement level. They must be able to adopt themselves to the changing conditions and the resulting changes in the needs of young people. They must know as much as possible about how a child learns, grows and develops. They should know that growth and welfare of the community is a part of the total school programme. If teachers are to contribute to the welfare of the democratic way of life, they must administer their classes democratically.
Pires (1962) delineated the objectives that were in view in Asia while organizing in-service education programmes of primary school teachers included upgrading the professional knowledge and competence of teachers, extending the general education of teachers, providing opportunities for teachers to obtain increments in salary, raising the morale of teachers, improving public relations and providing training in community living. The study stressed the need of coordination the different agencies providing in-service programmes and careful planning to avoid wasteful duplication.

Pradhan (1966) studied the in-service education of elementary school teachers in the Philippines and its implications in Nepal using questionnaire and documentary analysis. The aims and objectives of the in-service education programme in the Philippines included upgrading the quality of education, offering opportunities to teachers professional growth, developing the evaluation criteria for assessing the outcomes of in-service education, stimulating teachers to conduct action research and developing leadership and demonstrating new practices on methods of teaching. On the problems encountered in organizing the programmes, he reported inadequate financial support, lack of professional growth, insufficient follow up work, lack of active participation by participant and organisers, lack of proper planning, dearth of resource persons, lack of co-ordination and facilities.

Jinks (1979) defines training as an organized activity which brings about semi-permanent change in mindsets and behavior for a definite purpose. The main areas involved in training are skills, knowledge and
attitudes. The training need is the gap between the knowledge, skills and attitudes that a job demands and the ones already possessed by the trainees. Lock (1984) considered in-service training as a process used to continue the teachers’ education once they have received their certification in teaching and are employed in a professional position. To Sapp (1996), it is an organized effort to improve the performance of all personnel already holding assigned positions in a school setting or to implement a specified innovation or programme. Saiti & Saitis (2006) explain it as a key factor in influencing the professional development of teachers and contributing to the improvement of their knowledge through an active role. From this it may be said that in-service training describes a set of activities and requirements generally falling under professional development.

According to Freeman (1982) training deals with building specific teaching skills. For instance how to sequence a lesson or how to teach a dialogue. Development, on the other hand, focuses on the individual teacher. It focuses on the process of reflection, examination and a change that leads to doing a better job and achieving personal and professional growth. Training addresses certain immediate needs while development speaks to broader, long term concerns. Development seeks how a teacher can be encouraged to grow, to explore new avenues and ideas and thereby to avoid atrophy or feeling that one has done it all before. This shows that there must be provision of opportunities for professional growth and a shift from the fixed in-service activities. Fraser et al. (2007) observed that the concept of professional
development is moving away from the practice of attending courses and training days to the concept of lifelong learning and continuing learning today. Theunissen and Veenman (1998) make it clear that as a result of rapid social and technological changes, it is important that teachers maintain and improve the competence they have acquired through a process of lifelong learning. Joyce and Showers (1988) suggested that a planned programme of in-service programme can provide a system for regular enhancement of the academic knowledge and performance of teachers and keep them updated on current educational developments and practices. Bishop and Taylor (1995) state that the adult learners need to be engaged actively in learning and helped to become self-directed or less depended on the trainer. They should be able to relate learning to their own experience, needs and situations. Teachers’ task in the world today was analysed by Hewie (1970). He pointed out that in today’s restless world the teacher must nourish in young people the critical spirit and encourage the reappraisal of ingrained and prejudiced attitudes to the problems of humanity. He emphasised that the distinguishing mark of the teacher is not simply that he is a storehouse of information but that he has the ability constantly to adapt his own thinking to the new demands which changing circumstances of life make upon him and to encourage others to do the same.

2.2 Infrastructure for In-service programmes

Physical and infrastructural facilities improve the quality of teaching-learning process. Both the teachers and students feel motivated and satisfied with adequate infrastructural facilities and create positive environment of
learning. Cottrell (1956) observed that inadequate supervision of the programme, poor training facilities provided lack of co-ordination between the in-service and the pre-service training, lack of incentives, inadequate understanding of gains to be made by the participants and failure to recognise the real concern and problems of the participants were the major reasons for the failure of in-service education programmes.

Carmen (1962) discovered in her study on the in-service education programmes for public elementary school teachers using questionnaire followed by the interview that in-service education were not cooperatively planned based on the need of the teachers. Referring to the success of the programmes she reported that the phases pertaining to objectives, subjects treated, methods and procedures were successful. But the programmes on methods of classroom planning and means of evaluation were not successful. Patra (1998) and Rana (2001) found that physical facilities including classrooms, playground, laboratory, seminar rooms, furniture, library, canteen, drinking water, residential accommodation for staff, hostel, and blackboards were not adequate. In this regard, an effort was made to improve the physical facilities by introducing Operation Blackboard Scheme by providing package including provision for construction of two to three rooms in building less schools. Besides this, under DPEP and SSA programmes, three is a provision of funding 33 percent of different schemes are provided to different States/Union Territories according to their situations.
2.3 Training Needs

The identification of training needs help to plan need based training programme and put time and money to best possible use. But most of the training programmes are not organized according to the needs of a target group and the resources are not utilized properly. Srivastava (1999) in his study on the Support System and Process which underpins DPEP’s pedagogical strategy in six states found that the in-service programmes helped the teachers to gain confidence, update knowledge, content and new pedagogy of teaching. The identification of training needs help to plan need based training programme and put time and money to best possible use. His study also revealed that most of the training programmes were not organized according to the needs of a target group and the resources were not utilized properly. In this direction the NCERT has made an attempt to conduct a study for identifying the training needs of teachers. On the basis of this study, a programme for master trainers drawn from SCERTs, DIETs, Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) was organized. Researches conducted in this area, provided support to evolve the programme of mass orientation for school teacher (PMOST) in 1986 to develop the capacity of teachers and it continued up to higher secondary stage. Many training programmes were organized for teachers under District Primary Education Project (DPEP). Under Sarva Shiksha Abhiyan (SSA), the provision of 20 days training for all teachers every year, 60 days refresher course for untrained teachers but employed and 30 days orientation for freshly trained recruits have been made and the training
programmes for teachers are being organized by different states and Union Territories.

Shukla (2003) conducted a study on the training needs of the primary school teachers with reference to effective classroom activities. Primary teachers from Raipur and Mahasammund districts were covered in this study. The study was conducted by using survey method. One hundred primary school teachers were selected randomly. Data was collected by using training needs scale; diagnostic tests on environment studies and mathematics and group discussions were conducted to obtain data with respect to teachers’ knowledge and teachers’ skills. Classroom observation was done by using a scale with 14 teaching characteristics. His study revealed that the training needs of teachers belonging to rural areas were found to be higher. Their difficulties in teaching were higher and teaching aptitude was low. Teachers from rural areas were found to be less efficient in class-management, control and discipline. They were also less efficient in using black-board and teaching aids. Their knowledge of fundamentals of learning was also lower. Teachers from rural areas were found to be less efficient in teaching mathematics and environmental studies. The basic content knowledge of mathematics and environmental studies was also less in teachers from rural area. All the above aspects need to be focused upon in teachers training especially for the teachers from rural areas. Yan (2005) pointed out that teachers practical needs and expectations as a focus of research have not received sufficient attention. Karagiorgi and Symeou (2007) suggested that systematic research is to be
conducted to explore these needs. Need assessment help to relate the training to the classroom realities which makes the in-service programmes meaningful and fruitful. American Federation of Teachers (1995) observed that when teachers are denied input in their professional, they tend to be cynical and become detached from school improvement efforts.

A study conducted by Jangira and Yadav (1994) on training needs and motivation of primary teachers in India revealed that incentives increase the motivation, satisfaction, social and economic status of teachers. Recognition and appreciation are found to be the most effective motivational factors for the teachers. Adequate working conditions have increased the motivation and performance of teachers. Some states have formulated policy for career advancement, transfer and recruitment, housing loan, study leaves etc. under the centrally sponsored scheme for teacher education.

2.4 Mode of Delivery

The Cascade mode is generally followed for providing training to teachers. A comparative study of teacher training modules under SOPT and DPEP Programme conducted by Aggarwal (1996) revealed that by using this approach, there is heavy transmission loss in training programme. He found that a considerable amount of content was not transacted in the training programmes for Resource Persons under the two programmes. Further loss was observed at the level of teacher training as more contents were left out in the two programmes. Transaction during the training programmes, were mainly through lectures and discussions. He suggested that the training programmes
were to be designed so as to incorporate subject specific training needs of teachers. A case study conducted by Yadav (1998) on the quality of primary teachers in-service programmes in two blocks in Hissar District of Hariyana also supported this finding and found that there was loss of information by using this modality in SOPT and DPEP training programmes. To minimize the transmission loss, NCERT organized teleconferencing programme for teachers of Madhya Pradesh and Karnataka in 1996.

A large number of para teachers are appointed and are working in both formal and non-formal systems of education. They are mostly untrained and unqualified. An impact study on primary teachers in-service programmes on classroom transaction conducted by Yadav (2003) revealed that these untrained Para teachers are diluting the quality of education. Sporadic efforts are being made to provide training to these Para teachers under DPEP and SSA programmes.

2.5 Training Strategies

The main thrust of in-service programmes is to help the teachers to make the class room transactional approaches more contextualized to the local conditions characterizing school and community. Sagor (1997) observed that teachers generally lack a professional tradition of sharing expertise and are often reluctant to articulate professional knowledge. Collaborative and interactive training strategies in which outsiders work together with teachers in examining and analyzing teaching incidents are to be encouraged. Park et al (2007) thinks that this process seems to enable teachers to understand teaching
situations, evaluate the effectiveness of their actions and recommend alternative approaches to improve practice.

2.6 Classroom Practices

Sapp (1996) noticed that teachers generally think that in-service activities are planned with insufficient relevance to particular classroom practices. The follow up activities and communication are inadequate to foster the integration of the new ideas and methods into daily instruction. Yan (2005) observed that many in-service programmes fall short of the expectations of course participants and there are significant gaps between expectations and outcomes. Regarding this Vukelich and Wren (1999) indicate that in-service training should focus on a single subject, concentrate on the needs of teachers, engage teachers in generating answers to real life problems provide meaningful engagements, help them to develop collaborative relationships and encourage them to reflect on their teaching.

Reddy (1999) in his study on the impact of in-service education programme organised at DIET level for primary school teachers suggested that in classroom, a combination of various approaches like lecture method, demonstration method, group discussion, teaching aids, questioning simulated teaching and inquiry approaches should be used in teaching-learning process. But many studies have found that all these methods were not used in classroom teaching. Sethi (2001) in his study on Management of Multigrade Teaching Pratice in Primary Schools of Keonjhar District and the Impact of Teachers Training on Multigrade found that only lecture method was frequently used
while teaching students. This was further consolidated by Khader (1996) through his study on empowering primary teachers for effective classroom transaction in DPEP schools. His study revealed that the child centered, activity based methods and techniques were not used in classrooms.

In-service teacher training programme is considered to be an essential channel for disseminating national policies. The education ministeries generally define its conceptual and implementation framework. These frameworks tend to focus on what teachers need to know and how they can be trained. What the teachers actually know and how that knowledge can be expanded is not matter of its concern. Fullan (2001) makes it clear that this approach is not effective as it does not take into consideration teachers’ pre-existing beliefs and personal needs, which is an important prerequisite for successful professional development of teachers.

2.7 Instructional Materials

The teaching learning material including curriculum, textbooks, supplementary and self-learning, material are essential for the growth and development of teachers. The new curriculum and textbooks, prepared under DPEP and Minimum Level of Learning (MLL) projects generated interest, awareness and also developed competencies among teachers. Jayalekshmi (1997) in her evaluation study on minimum levels of learning based curriculum in classes 1 and 2 of DPEP schools in Karnataka found that the materials have colorful pictures including games, activities, puzzles and action songs. The self learning materials made learning easy, permanent and effective. But such
materials are not developed on a large scale for different target groups separately. The NCERT made an attempt in this direction by developing self learning modules and audio cassettes under PMOST, SOPT and DPEP projects. The new curriculum and textbooks are also developed by NCERT in 2000.

2.8 Educational Technology

Educational technologies have encompassed multimedia, audio-video, computer assisted instruction and system approach for education. Sahoo (2000) in his study on availability of radio sets with Primary Parishadya Rural Teachers and their Radio Listening Habits found that the children listened radio attentively and took keen interest in the programme. The teachers had positive reaction about the programme. Ramaswaminathan, (1999) through his study on use of Educational Technology (ET) Equipment in In-service training persons found that the use of overhead and slide projector in the classroom increased the interaction among the participants. A study conducted by Chopra (1998) on working conditions of primary teachers in Haryana supported that the use of equipment and teaching aids had increased the effectiveness of teaching. These aids had made teaching-learning easy, interesting and without burden. Information technology can be used as an excellent tool for collecting feedback. Online classes, e-conferences, video conferences and interschool communication can be effectively and systematically used for feedback and and providing opportunities for teachers to share ideas about their classroom practices or new knowledge they have acquired through in-service programmes.
Morrison, Carton, Henk and Thornburg (2007) argue that information technology enabled distance learning provides useful opportunities such as quick provision for feedback, participation in online discussions and mentoring support. Tripp and Rich (2012) conducted a study to gain an indepth understanding of how video influences the process of teacher change. In his study the teachers opined that video encouraged change because it helped them focus their analysis, see their teaching from a new perceptive, feel accountable to change their practices, remembered to implement changes and see their progress.

2.9 School Climate

The school and classroom climates significantly affect the academic achievement of students. The study conducted by Gyanani (1998) on the effect of classroom climate, teacher’s leadership behaviour and expectations on student-teachers scholastic achievement revealed that the classroom and school climate improved considerably in terms of child friendly activity based pedagogical inputs and facilitating teaching-learning process. Kashinath (2001) found that the congenial and healthy climate more in open climate institution than closed climate institution. Chopra (1998) found that the behavior of the Headmasters more impartial and cordial in open climate. For promoting congenial atmosphere in schools and other institutions, training programmes on school climates are organized for teachers and Headmasters by national and state level institutions on continuous basis. The school and teacher grants are provided per annum under DPEP project for making school and
classroom environment congenial and attractive. Saikia (1996) found that the grants were used by most of the schools for creating pleasant climate and suggested that the grants should be given according to the size of school.

2.10 Community Support

Community support helps in improving the teaching-learning process. The research study on community mobilisation and empowerment for universalisation of primary education conducted by Educational Consultancy India Limited (EdCil 1999) has shown that attendance and enrolment in schools have increased with the support of Village Education Committee. The community also extended support in construction of school buildings, organization of cultural activities and local festivals. Srivastava (1999) in his study found that the resource support for organizing such contact and awareness programme was provided by CRCs/BRCs. The community involvement increased substantially after implementing DPEP and SSA projects by way of organizing Parent Teacher Association (PTA), Mother-Teacher Association (MTA) and Village Education Committee (VEC) meetings.

2.11 Monitoring, Evaluation and Follow-up activities

Monitoring and evaluation is an integral part of the training programme. It helps in improving the quality of the programme by way of knowing the strengths, weaknesses and outcome of the programme from time to time and also providing remedial measures accordingly. Garg (2000) supported this view in his assessment study on training programme for in-service teachers and
found positive impact and results due to the provision of inbuilt mechanism of monitoring and evaluation in SOPT and DPEP projects. A research study conducted by Joyce and Showers (1983) established that follow-up and peer coaching are effective in transferring the effects of in-service training to classroom practice. This was further consolidated by Jangira (1989) through his study on staff development. He suggested that the skill acquisition programmes should follow a combination of print and non-print self-learning material.

2.12 Models of Teacher Training

Pattanida (2003) in his study highlighted that an effective School-Based Training (SBT) required some key factors. The school administrators provide the necessary support and encouragement as well as facilitate the training to achieve the desired goals. They insist that the teacher development plan forms part of the annual school work plan. They also assist in obtaining additional resources required for the whole school reform. Training organizers are a group of teachers who fully appreciate the needs for training of teachers and are cognizant with the various problems encountered. They collectively conceptualize the training through identifying the goals and objectives bearing in mind the actual situations and the needs of the teachers as well as the school. They also serve as trainers in some cases.

In the study on in-service teacher training process for improving constructivist learning environments in Thai Small School Classrooms Puacharearn and Fisher (2006) examined a teacher training process
conducted in Thailand using in-class and at-school activities that resulted in changes in teachers’ competencies to improve their classroom environments using a constructivist perspective. The process was conducted nearly one year. First, with the cooperation of university staff, educational-area supervisors and principals, research teams were constituted. Secondly, a training process was developed for implementation in schools, and finally the attitudes of teachers towards this process were assessed. The process involved three steps: forming teams in schools; working with teachers to improve their competencies; and providing an opportunity for teachers to present their own action research about improving student learning. There were three parts to the second step of this process. These involved training to teachers on instructional innovation, how to implement instructional innovation in their classes through action research and holding weekly individual meetings with the teachers concerning class occurrences and specific techniques that could be used in an attempt to improve student learning.

The overall aim of this research study was to create a networking process for improving in-service-teachers competencies in teaching to improve their classroom environments using a constructivist perspective. He found out that all 23 teachers from three case-study schools successfully implemented instructional innovation in their classes through action research on improving on constructivist learning environments in their classrooms and teachers’ attitude towards the training by networking process activities and perceptions of self efficacy were changed in a positive direction following use of the
networking activities. The results suggest that in-service training through networking process was effective in improving teacher competencies.

In his case study on issues and challenges of providing online in-service teacher training, Jung (2001) examines the needs met through the introduction of online in-service teacher training and the strategies that have been employed in the process. The study also analyzes the major impacts of online teacher training and looks at the challenges facing online in-service teacher training in the coming years. The methods used to conduct the case study include analysis of Korea's official documents and Web sites, informal individual interviews with several providers of online inservice teacher training in Korea and analysis of a formative evaluation report conducted by a research institute. His study concludes that online teacher training is seen to have several benefits. Through online training, the teachers can access inservice training without leaving their classrooms. They can improve their computer literacy. Teachers are better able to interact with their trainers and other teachers online and once a database of online courses has been developed, teachers can access those courses that meet their individual needs.

Pattanida (2003) in his study highlighted that an effective School-Based Training (SBT) required some key factors. The principals or school administrators provide the necessary support and encouragement as well as facilitate the training to achieve the desired goals. They insist that the teacher development plan forms part of the annual school work plan. They also assist in obtaining additional resources required for the whole school reform. Training
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Porssima and Siribanpitak (2003) developed guideline for school based training on some principles. To him the training is a development process based on the real situations and actual needs of both the schools and the trainees, with the ultimate aims of enhancing the trainees’ capacities in organizing the learning process and the students’ capacities. The Training takes place at school (School-Based) or sometimes in the community (Community-Based) with the school being responsible for the training project. The trainees’ capacities are enhanced by the teachers or groups of teachers, who are learning reform leaders. These resource persons are familiar with the learning reform. They have expertise and experience in SBT teacher development. The essential requisites are faith and genuine recognition on the part of the trainees. The Training is on a voluntary basis. Both trainers and trainees join efforts in conceptualization, planning and carrying out line training. The Training involves actual practice, availing of different teaching and learning methodology, training materials, media and activities, which will be applied to real classroom situation. The training is repeated on a continuous basis and avails of a variety of methods, involving regular group meetings and individual consultations with the view to collectively finding solutions to problems and
enhancing the students’ learning. For the training, the PDCA (Planning, Doing, Checking and Action) process is availed. PDCA is in fact an on-going process, benefiting from the evaluation outcomes which are used for improvement in the planning. The training involves supervision, monitoring and evaluation. A variety of evaluation methods are availed of and are applied before, during and after the training. The evaluation is based on both the training outcomes as well as achievements of the trainees’ students. The training is part of the trainees’ regular functioning with the ultimate aims of raising the quality and standard of the teaching profession as well as the students’ capacities. Rytivara and Anna (2012) conducted a study to examine two teachers’ professional learning and joint knowledge construction in the context of co-learning. The study revealed that experiences of co-learning support teachers in meeting their professional responsibilities effectively.

In the report of the working group on teacher education submitted by MHRD (2011) for the Twelfth Five Year Plan it is stated that an effective system of split-design trainings and school follow up is to be evolved. The In-service Teacher Education programmes organized by District Institute of Education and Training (DIET) would work for the development of master resource persons (MRPs).

2.13 Effectiveness of Teacher Training Programme

Eswaran and Singh (2007) analysed the effectiveness of in-service education under SSA in terms of teachers’ perceptions. The sample consisted of 558 teachers from the States of Bihar and Tamil Nadu. The data were
gathered using a teacher perception questionnaire. They found that majority of
the respondents in both the states perceived the training content relevant. About
73 percent of respondents from Tamil Nadu and 60 percent of respondents
from Bihar viewed in-service programmes under SSA useful to some extent.

Joshi (2000) studied primary teachers’ opinions towards in-service training.
He found that the time period of 11 a.m. to 5 p.m. was appropriate for the
daytime training. The training could be more fruitful by using innovative
activities and innovative ways and means. Feedback was required after the
training. More importance should be given to group discussion.

Abdullah (2009) studied the effects of Teacher Training Programme on
Teachers’ Productivity in Caprivi Region, Namibia. He found that teachers
qualified with high teaching skills, responsibility, interpersonal and social
skills, and communication skills had a positive impact on teachers’ work
behaviour in schools. Teachers’ job performance could be increased positively
when teachers were highly trained with teaching skills and responsibility.
Teachers trained with high responsibility, teaching skills, interpersonal and social skills, and communication skills would increase
positively the organisational effectiveness.

Ahmed, Ali and August (2000) tried to find out the effect of Teachers
Training on Teaching Learning Process in Primary Schools of Bangaigaon
District in Assam. The required data were collected from 1321 teachers. He
found out that about 90 percent teachers prepared TLM for Class I. But only
60-70 percent teachers used them in classroom and that too only of initial
lessons, 40-60 percent teachers prepared TLM for Class IV but only a small portion of the TLMs were used in the classroom transaction. He found that teachers prepare TLM with the help of resource materials supplied by DPEP Assam for Class – II and III.

*Bhatt* (2000) studied the attitudes of primary teachers towards in-service training. All the primary teachers (938) teaching Std. VI of Bhavnagar district in Gujarat comprised the population. He found positive attitude about in-service training among teachers. No significant relation was observed between attitude and gender, area, age and educational qualification. Educational experience was observed relatively along with the attitude and was positive.

*Chaudhari* (2000) carried out a study of training need of primary school principal of Mehsana district in Gujarat. Principals of 1640 primary schools run by Jilla Panchayat of Mehsana district comprised the population. He derived the some implications and action points. Teaching work and evaluation process can be made more effective by understanding the curriculum properly. It provides guidance to reform the curriculum. More attention should be given to the explanation of competency statements during the training programme to the teachers.

*Mehta* and *Zibba* (2000) conducted a study on the effectiveness of training related to MLL (Minimum Levels of Learning) given to the primary teachers teaching in Std.V during the year 1997-98 in Gujarat. Primary teachers (class V) of 12 Talukas of Baroda who participated in the MLL training
constituted the population. His study revealed that teachers of Nasavadi Taluka were found superior in concept of MLL and the teachers of Pavi-jetpur ranked lowest. Teachers of Chota-Udepur Taluka were found on top in knowledge of content and the teachers of Pavi-jetpur were at the bottom. Effectiveness of the training was observed more in backward area despite unfavourable local situation.

Patel (2000) studied the difficulties and requirement regarding training of primary teachers. All the schools of Panchmahals district in Gujarat constituted the population of the study. He found that teachers faced difficulty regarding the pre-planning of the training programme, its objectives, time-duration and related material. Teachers also faced difficulty due to lack of proper information and guidance for the content, teaching - learning material (TLM) preparation and its application and use of local government. Teachers seek more guidance in the various training techniques, in preparing the training module, monitoring and professional enrichment. It is required that training should be arranged at proper time period. Orders should be issued in time and during the training sufficient guidance and motivation should be provided to the teachers.

Solanki (2000) conducted a study on effectiveness of competency based joyful and activity based text book and training in that regard. All the teachers teaching in schools run by Jila Panachayat Shikshan Samiti or Panchmahal comprised the population of the study. He found that residential training given by DIET was willingly accepted by the teachers. They were trained for story
narration and action songs to be performed in the classroom. Teaching learning process was made successful by preparing the teaching learning material (TLM) by using the kit supplied by GCERT with the work of teacher. Color box was accepted by students and they were prepared for color filling in the picture willingly. All had the opinions that the new textbook was useful for multigrade teaching, competency based, joyful learning and was able to promote students as well as teachers’ creativity. A combined textbook of language and environment as well as a separate textbook of mathematics have been accepted by students, teachers and parents.

Dei (2000) in an impact study of DPEP intervention in Sadar block of Dhenkanal district found that in majority of the classes there was transaction through activity based learning method. More than 50 percent teachers prepared lesson notes in complete form. Most of the teachers were able to develop activities by themselves, but they were also taking the assistance of their headmasters and colleagues only for the development of the learning activity. The teachers were using teaching learning materials while conducting activities in the classroom. They were preparing teaching learning materials with the help of their colleagues and students. The students had freedom in using the learning materials. Most of the teachers ensured active participation of learners in the learning process. In all the schools, the students were found sitting in groups while activity based teaching learning process was going on. On the management of the multigrade classes, it was observed that majority of the teachers had not done any planning beforehand. The study revealed that
majority of teachers have accepted this new method with interest and are practicing it in the classrooms. The parents and guardians, VEC members have realized the utility of this new method and appreciated it. Through observation it was found that the students were interested in this new method. From the assessment of the study, activity based method had an impact on the classroom transaction, classroom environment, attitude of the teachers but there was little impact on the achievement of the students. Two similar studies were undertaken in three districts in Orissa by Barik (2001) in Bijepur Block of Bargarh district, Swain (2001) in Ghatagaon block of Keonjhar district with the same objectives. These studies revealed that teachers were confident and energetic but they need support to transact. Block Resource Centre and Cluster Resource Centre Co -ordinators had little time to visit schools and provide resource support to teachers.

Rana (2001) analysed the impact of teacher’s training on activity based, participatory teaching learning process in classroom transaction. The study was limited to the 13 blocks of Keonjhar district. He found that 55 percent of primary schools in the district did not have sufficient space in the classroom. They were organising teaching learning activities outside the classrooms. 90 percent of the teachers in the district knew the technique how to use and display the teaching aids and teaching learning materials in the classroom competency wise. The training/orientation given to the primary teachers through the DPEP, Keonjhar was helpful to them because training had a better impact on them and helped them to gather new experiences and techniques for
better teaching. The training/orientation gained by the teachers have developed self-confidence among teachers to impart successful teaching to the learners. Teaching through activity and participatory method was liked by maximum number of teachers because in the traditional method of teaching the learner was not getting any scope to generate his own thinking and learning process to gather new knowledge and experiences. More than 80 percent schools in Keonjhar district used TLMs. The TLM prepared and collected by the teachers were content related, usable, attractive and safe for using in classroom. 42 percent children were found average in standard on rating scale and only 2 percent were found excellent in their achievement levels in the district.

Vasantha (1998) in her study on the status of classroom practices in the districts under DPEP in Kerala visualised that the primary school teachers possessed the potential in terms of subject competencies and teacher qualities to make classroom teaching an enjoyable learning experience for pupils and to attain the targeted outcomes. Intrinsic motivation of the individual teacher and building up of required capabilities and empowerment both as a teacher and as an important member of the community had to be the critical input. She suggested that the primary education in Kerala needed to be administratively delinked from upper primary and secondary education.

Garg (2002) assessed study of training programme for in-service teachers in Ganganagar. The main objective of the study was to examine the qualitative improvement in teachers due to training programmes and to get
suggestions on removal of difficulties faced by teachers during in-service training. The sample comprised of the in-service teachers of Government Primary/Upper Primary Schools have been selected randomly of 14 primary and upper primary schools situated in Ganganagar, Karanpur, Padampur, Suratgarh, Raisinghnagar and Anoopgarh blocks of the Ganganagar district in Rajasthan. His study revealed that all the headmasters felt that if training was provided to all the in-service teachers and all the teachers would teach effectively and use TLM to the maximum extent due to motivational training.

All the headmasters accepted that the teachers were using TLM in teaching work regularly after getting training as well as TLM grant provided under DPEP. All the headmasters were of the opinion that the motivational training should be given to teachers regularly and timely. The training had created self-confidence and knowledge of new teaching technique in teaching. 80 percent headmasters felt that it had shown positive changes in teaching work of teachers. 80 percent headmasters were of the opinion that all the students read and write with full interest in the class at the time of teaching done by the trained teacher. Most of the headmasters felt that enrolment and retention rates had increased due to new teaching methods adopted by the trained teachers. The students come to school regularly and in time due to attractive and effective teaching. All the teachers agreed that the training should not be residential due to some problems viz. improper arrangements for stay at night, lack of food and water. Resource persons are not fully qualified and trained and training is not given according to the syllabus.
Nagi (2004) narrated the impact of in-service training on primary school teachers in Uttarakhand. The study was conducted in four districts (Pithoragarh, Haridwar, Tehri Garhwal, Udham Singh Nagar in UP). The teachers said that training should be activity-based, lectures should be delivered in easy language and must be conceptually clear. More and frequent use of charts and models should be made to make comprehensive easy. Teachers stated that they need further training in teaching English, Sanskrit, and Mathematics. The critical areas pointed out were the use of decimals and brackets in Mathematics; grammar and method of transaction in Sanskrit, tenses and phonetics in English language. English Module needs to be simplified. The investigator suggested that provision of distance learning, dispatch of modules and clarification of doubts through correspondence would help teachers. In-service training should not be held in summer vacation, otherwise, it should be organised in summer vacation it should be compensated adequately by providing honorarium, as per day drawn by the teacher.

Chakrabaty et al. (2005) conducted a study on the assessment of in-service teachers’ training programmes in five districts of West Bengal. The study was carried out in five districts of West Bengal – Bankura, Birbhum, Coochbehar, Murshidabad and South 24 Parganas, where DPEP was launched first collecting data from 988 students, 988 parents and 362 teachers from 100 primary schools (20 per district) scattered over 5 districts. He found out that Teachers’ training programme had been by and large successful in sensitising the teachers about the need for learning modern pedagogical inputs. It has not
been effective in orienting the teachers towards the need for closing the intergroup disparities and weakening the close association between students innate social characteristics and her learning achievement. Many of the teachers were skeptical about the applicability of some of the methods when classroom situation is not favourable. More than half of schools had pictures and charts on the walls (57%). Strong connection was observed between the success in monitoring a programme and collection and maintenance of good quality data. 

Singh (2005) studied the quality and impact of the training moduels and the training programme under District Primary Education Programme (DPEP) Phase-I for resource persons and trainers in Rajasthan. He found that the programme was formulated to enable the teachers to tackle the problems they face. 18 percent of school teachers felt that they needed much training. Majority (78%) of them said that they came because of official order. Of the total Resource Persons/Master trainers interviewed, 68 percent had undergone the training and 26 percent had not received any training. The training was of 3-6 days’ duration. About half of such trainers rated the TLE programme below the fourth rank. The reasons were poor management and monitoring of the programme, unsatisfactory payment of honorarium. The venues for training were satisfactory according to 27 percent of the trainers. Facilities for the trainers were not satisfactory. Teachers selected for training were experienced and well qualified and conversant with the local population. However, most of them had no interest in improving their knowledge and skills. Only 30 percent Teachers said they benefited from the training. They suggested that there
should be a separate trainer for each of the four subjects namely Hindi, English, Maths and Environment Science dealt in the training. Thus the number of trainers must be at least four. The training of school teachers should be institutionalised at the block level. As per the classroom interactions after training it was observed that 78 percent students asked questions in the classroom. Teaching processes were found to be child centred in 73 percent schools. The teachers’ training benefitted about 53 percent schools. With regard to co-ordination between various departments 93 percent reported that co-ordination was good. Nearly one fourth suggested that the training programmes should be prepared well in advance for the whole year in collaboration with District Education Officers and DIET to avoid duplication of such trainings. Quality analysis of training modules revealed that the modules were good but they should be revised from time to time. The year of its preparation should be printed.

**Mehta** (2006) assessed the impact of teachers’ trainings on students’ attendance and achievement level in a study conducted at Ahmedabad City, Bhavnagar, Kutch, Panchmahal and Surat district. The study revealed that majority of the respondents face problems in classroom transaction. Most of the respondents opined that there was a need for improving teachers training. Some of the suggestions made for improving training were content training for teaching new subjects, syllabus and topics, use of newer teaching methods, teaching of hard spots in Mathematics, Science and English, improvement in teaching quality and use of TLM, improving motivation among teachers.
teaching in local/tribal dialects. Most teachers felt that too many training programmes are being conducted and too often this keeps teachers away from school affecting continuity in teaching creating problems in school/class management. An improvement in teaching skills, subject knowledge, and use of newer teaching methods, teaching of hard spots and sharing of experience/views with other teachers were main reasons cited for satisfaction. Reasons for dissatisfaction included all trainers not being subject specialists, lack of monitoring/follow-up and lack of motivation amongst teachers to use gains of training. Teachers were satisfied with the content of training. Two third of respondents preferred one-day content training every month which should result in improving teaching of hard spots. Others preferred 5-6 days intensive training twice a year, as the training programmes conducted during vacations do not affect continuity and it is easier to cover more content. Class room observations indicated that teachers used variety of teaching methods. Interaction amongst was teachers and students good in more than half of the classes.

Naiik (2006) in an impact analysis of CRC monthly meetings on teachers’ empowerment found that in CRC meetings, more emphasis was being given to quality of education. Emphasis was also given to girls’ education and hard spot solutions. The methods demonstrated in CRC meeting were implemented by teachers in classroom teaching. About 50 percent teachers experienced difficulty in implementing their learning in CRC meeting at class level. Few (19%) teachers prepared their own TLM whereas most (81%)
teachers purchased readymade TLM. Majority (85%) of teachers felt that the cluster meeting was useful. The study concluded that teachers have become confident, more active and aware of modern strategies/activities to impart child-centred education as per their learning in CRC meetings. Use of TLM has increased students interest in learning. Students’ attendance has increased.

**Patel and Patel** (2006) investigated the impact of teacher training on activity based participatory teaching learning process in classroom transaction. The research study covered 4 districts of Gujarat, namely Patan, Dahod, Jamnagar and Ahmedabad selecting three BRCs from each district. It was found that in most of the classrooms, seating arrangement needed improvement. Electricity, fans, colour paintings were adequate. Use of creative literature, demonstration by the teachers and participation of experts in teaching learning process was less. Use of self-made charts, pictures, models and students activities like puzzle solving, group work had increased in Mathematics, Environment Science and language classes after implementation of SSA. In teaching of Mathematics, use of readymade charts, pictures and models was perceived to be average or moderate. Activities like children singing songs, children playing games came into the focus in teaching of Mathematics after implementation of the SSA. In teaching Environment Science, classroom transaction activities included discussion about educational tours, teaching with TLM, use of action songs, collections, making albums, visit to museums, celebration of festivals and other programmes related to
Environment after implementation of the SSA programme. Teachers complained about the extra governmental work and over dose of training.

Raysing and Chaudhari (2006) recorded the educational support given by BRCs, CRCs and DIETs for in-service training. The main findings were that in teachers’ opinion, the place selected for in-service training programmes were proper (95.2%) and seating arrangement during in-service programmes was satisfactory (92.1%). In-service training programmes were more effective because of the distribution of various activities individually to the primary teachers (79.2%). Teachers were satisfied with the group teaching method (71.4%) during in-service training programmes. They (68.6%) agreed that these programmes provided great chance for discussion among them. Practical work was given during the in-service training programmes (63.5%). Use of instruments by experts and printed literature materials distributed during in-service training was useful. Teachers were satisfied with the training approach of the experts (71.8%). The experts were experienced and learned persons (66.7%) and were given training effectively (63.2%). Teachers (64.8%) were of the opinion that follow up work was fruitful for qualitative teaching improvement. There was need to improve physical facilities (85.4%).

Chaturvedi and Sharma (2007) studied the impact of teacher training at elementary level in Madhyapradesh. The study was limited to districts Vidisha and Jhabua. Survey method was adopted for the research. Data was collected from master trainer’s and teachers in the training programme and head teacher. Data was collected through questionnaires from the teachers who took
the training, trainers and head-teachers of the school. They found out that almost all the teachers attended the training and got training materials within time (89%). Training was conducted mainly by using lecture method. Teachers were not able to share the misconceptions, problems about the concepts with the trainer during training courses. Electronic instruments were used rarely; they did not give opportunity to teachers to get used to it. Training material was considered most useful by them. In general, teachers were of the view that objectives of teacher training were achieved (89%). Less than half of the (41%) teachers stated that their academic needs were fulfilled to a major extent.

Khan et al (2007) conducted a study on the impact of teachers training at primary and upper primary of level. The study was confined to primary and upper primary schools in seven districts namely Betur, Bhopal, Hoshangabad, Raisen, Rajgarh, Sehore, Vidisha. One group, pretest-post test design was used for the study. In all the study covered 1190 Primary teachers and 280 upper primary science teachers. The three groups were pre tested before the training programme as well as after the implementation of the training programme. Results indicated a significant impact of training. District wise variations were observed with impact being prominent in Hoshangabad Sehore district and least in Raisen. The impact of training was more prominent on teachers with higher academic qualification. No significant difference on impact of training was evident by age, area and gender.
2.14 Comparative Studies

Bayrakci (2007) analysed the in-service teacher training in Japan and Turkey by conducting a comparative analysis of institutions and practices. He used qualitative research methods for the study. He investigated the in-service activities in the two education systems through visits to the institutions and semi-structured interviews. Findings indicate that lack of professional staff for planning and conducting in-service programmes in Turkish National Education System seemed to be the main problem for teachers’ professional development. He found that Japan has a systematic training model based on the years of experience. He suggests that this may be a useful example for Turkey. The Japanese peer-based model encourages professional development through peer collaboration, planning and management. In Turkey in-service activities generally do not have any provision for feedback and after training feedback is neglected as well. He concludes that the key points about the in-service training of teachers appears as providing professional staff, collaborative partnership between teachers, provision for feedback and a systematic training model. He suggests that these points are to be addressed by in-service training providers at the international level. Duke (1986) argued that the best involvement of teachers in training programmes can be ensured by providing opportunities for practice and feedback to them after an activity or a presentation is over.

Sattar (2006) tried to determine the comparative effects in-service teacher training and teacher performance. He found that teacher training has
significant effect on the classroom performance of female teachers and it has much influence on the teacher content knowledge. He found that the effectiveness that a teacher gains by virtue of training remains with the teacher for a short time and teachers with high academic qualifications perform well in teacher content knowledge and motivational techniques. After some years they forget many principles and practices which they learn during their training period. So teachers need continuous in-service training and retraining. There is concern about the quality training programmes. According to Linda (1986) the quality and value of training is at stake. There appears to be global anxiety about the low quality of teacher training, particularly its future to equip teachers with sound pedagogical knowledge and skills. Shastri (2006) conducted a comparative study on the perceptions of primary school teachers in government and private schools towards different attributes of SSA programme. He found that perceptions of teachers in government schools were more favorable towards SSA as compared to teachers from private schools.

2.15 Pre-service Teacher Education

Joshi (1997) and Reddy (1999) suggested that the curriculum of Pre-service Teacher Education (PSTE) needs to be revised as it does not meet the emerging demands of school curriculum. Research and innovations are not promoted among the teachers and institutions. The theory and practice are to be taught on an integrated basis as both exist in quite isolation. The emphasis is more on theory and less on a practical aspect. Steps have been taken by National Council for Teacher Education (NCTE) and National Council of
Educational Research and Training (NCERT) to review and revise the PSTE curriculum in the light of National Curriculum Framework for School Education-2000 (NCFSE). Yadav (2003) found that sessional work is not taken in a serious manner. The time allotted to sessional work is also not adequate. The practical work like Work Experience, Co-curricular Activities and Socially Useful Productive Works was not organized according to the needs and interests of prospective teachers.

2.16 Studies on SSA

Nair, Prabhakar and Rao (2008) studied the initiatives of Sarva Shiksha Abhiyan on Universalisation of Elementary Education in Karnataka with special reference to concerns of quality and equity. The study was carried out in four districts Gulbarga, Raichur, Shimoga and Bangalore. The study revealed that most teachers were of the opinion that SSA has contributed to the improvement of overall education and training programmes have improved their competence. However, it still has not greatly impacted on the quality of teaching and knowledge transfer as is reflected in their responses to children not being able to understand the subject taught or that all of them are not able to complete their home assignments or respond to questions in the class. Teachers find lack of constructive engagement from the community, especially parents also a major impediment to improvement in quality of education.

Das (2006) investigated the impact of DEP-SSA interventions through Teleconferencing on professional development of SSA functionaries in
Rajasthan and Orissa. He found that 80 percent of teachers were of the view that teleconferencing programme helps them learn more in the content area. So far as the pace of presentation, text/captions and other inputs provided through teleconferencing are concerned, more than 85 percent of SSA functionaries expressed their satisfaction. This reflects the effectiveness of teleconferencing and DEP-SSA interventions in promoting professional development of SSA functionaries at various levels. With respect to the interaction aspect of teleconferencing, SSA functionaries of Rajasthan were quite satisfied. Most of the functionaries were of the view that interaction with the resource persons was adequate and effective, responses of resource persons were satisfactory, teleconferencing promoted participation in interaction, the resource persons helped clarify all doubts and teleconferencing promoted participants' understanding through questions put by fellow participants from other learning centers. 80 percent teachers felt that teleconferencing was helpful in handling the problems of classroom while almost 85 percent teachers revealed that it helped them learn something new in content areas. The study further revealed that the effectiveness of teleconferencing was quite low with regard to helping teachers in organizing the content of teaching-learning, motivating teachers to develop TLMs, helping them in attending to individual differences, undertaking innovative teaching strategies, understanding the significance of inclusive education, appreciating the issues involved in girls' education and the importance of community mobilization. Responses of BRC and CRC personels about the impact of teleconferencing on teachers revealed that
teleconferencing led to considerable improvement in teaching-learning methods used by teachers, it improved teachers' motivation for using innovative teaching strategies, it led to modification in their teaching behaviour and it brought about fruitful interaction between the resource persons and the participants. More than 82 percent teachers were satisfied with the effectiveness of content and presentation, appropriateness of the design of the programme and effectiveness of the interaction sessions. So far as technology of teleconferencing and its ease of use, clarity of visuals and sound, accessibility of technology are concerned, the SSA functionaries of Orissa have more favourable opinion than those of Rajasthan.

2.17 Studies on SSA Kerala

Vijayakumar (2005) conducted a study on ‘teacher training under Sarva Shiksha Abhiyan in Kerala’. The prime objective was to acquire information on basic aspects related to teachers’ training. The study covered 788 respondents. He found that maximum number of teachers was being trained through BRCs. In general quality of training given was rated as average. Out of the nine areas of the training programmes (Planning, Management, subject knowledge, evaluation, computer, continuous evaluation (CE) components, co-scholastic activities, Action research and learning materials), highest dissatisfaction appeared to be in the training on Computer and Action research with 85 percent and 87 percent teachers rating it as average followed by co-scholastic activities (75%) and learning material (71%). Only four areas namely subject knowledge, planning, using computer
and carrying out evaluation were rated as good (50% and above). Teachers stated that students showed improvement in their ability to understand and had acquired proficiency in language, creativity, reading habit, self study and problem solving ability as a result of the impact of the training. Improve students’ hand writing and decreasing their mistakes while writing was also a cause of concern. Teachers needed training in preparation of study material (73%), art work experience (67%), participatory training (63%) and CE components (53%). Lack of teaching aids, lack of learning material, inadequate site support and non co-operation of parents were cited as some of the major problems at class level.

All trainers in the BRCs of all districts possessed reasonably good general and professional qualifications. While 68 percent of trainers already worked as DPEP trainers, the remaining 32 percent had no previous training experience at all. Majority of trainers rated quality of training as average. Majority also perceived teachers performance to be average (76%). Lack of interest among teachers, lack of accountability and poor environment were the major causes for the poor performance of teachers. The major strengths of the training programmes were favourable environment, institutional network, human resources, curriculum, IT at schools, local bodies and support systems. Lack of co-ordination, improper planning, poor quality training, poor monitoring and fund deployment merged as weaknesses of the programme. Proper utilisation of local bodies, expertise and support system will improve the situation. The major problems faced in improving the class level
transactional processes were multiple curriculum, tuition, high student teacher ratio and lack of co-operation by community.

Naseema (2008) conducted an evaluation study on Sarva Shiksha Abhiyan Programme in Kerala State. The major objectives of the study were to assess the functioning of Block Resource Centres and Cluster Resource Centres in the implementation of SSA programme, analyse the implementation of different interventions under SSA, study the collaboration of DIETs and SSA in the implementation of different programmes, study the teacher training programmes, analyse the effectiveness of teaching learning process in different subjects and to understand the status of implementation of continuous evaluation of students in primary schools of Kerala.

The Study was conducted six districts of which three were DPEP districts. The districts were Kasaragod, Kozhikode, Malappura, Thrissur, Alappuzha and Thiruvananthapuram. The study revealed that in most (83%) of the schools, distribution of school grant and teacher grant achieved the target. Majority (84.6%) of schools utilised the grants in time. Regarding civil works carried out in schools it is found that when the civil works were under control of parent and teacher association (PTA) the same was carried out smoothly. Involvement of Panchayats in civil works caused delay due to many reasons. Functioning of alternative innovative education (AIE) centres was found satisfactory to some extent.

For strengthening school teachers in inclusive education, resource teachers helped them for lesson adaptation for children with special needs
(CWSN). They also made school teachers aware of the reasons for learning disabilities and how to solve them. Resource teachers conducted awareness classes for the parents. Classes about home visits and home based education were also conducted by them. In order to adapt the CWSN with the mainstream school atmosphere, ramps and rails were provided and adapted toilets, special seating arrangements etc. were made in schools. To ensure the continuous utilisation of devices distributed to CWSN, school visits were conducted by resource teachers. Home tuition was highly beneficial to the disabled children. RTs demanded the convergence of activities by different agencies and a common platform for planning activities. Majority of the teachers and helpers of ECCE centres were trained in all districts except Kozhikkode. A complete picture of ECCE programme was not available at DPOs of SSA. SSA utilised its grant for distributing computers to schools. But the grant distribution should be continued in order to provide computers in all schools in every district. Intervention of girls’ education programmes conducted by SSA was successful to a great extent in empowering girl students of Kerala state. Programmes such as Learn to Earn, training in Bicycle riding, Community living camps, Exposure trips etc. were highly beneficial to the students. More than 50% of the schools conducted the programmes. With regard to SC/ST education it was observed that many activities for the empowerment of SC/ST students were carried out in all districts which increased self confidence of students. But very few activities were carried out to maintain the cultural identity of ST students. Responses from parents, teachers, head-teachers, LSG members and BRC
functionaries revealed that community mobilisation needed to be strengthened and made effective. Proper training in school monitoring should be provided to LSG members. In the opinion of the faculties of DIETs, activities were conducted with mutual co-operation between SSA and DIETs whenever necessary. No constant and continuous co-operation between the two agencies was noticed. Different types of useful programmes were carried out by all DIETs for the improvement of Continuous Evaluation. DIETs conducted programmes for promoting action research in schools. Financial and technical support was provided by SSA in conducting action research. The study revealed that all DIETs were in need of more physical facilities and equipment for improving their educational technology laboratory, computer lab or audio visual room. Drinking water facilities and toilet facilities should also be improved. She found that the teacher training was satisfactory. But there was boredom due to repetition. In the case of training during vacation, 62.5 percent opined that venue arrangements and co-ordination, modules, resource person’s performance, products, documentation and follow up were satisfactory. 57.3 percent of the teachers expressed satisfaction with the modules. Majority of teachers opined that enough importance was given to teaching skills. In the opinion of 48 percent teachers, performance of resource persons was efficient. Cluster training was reported as effective by majority of the respondents. The academic support provided through monthly cluster meeting helped them in comprehensive planning, sharing of learning experiences, locating hard spots and in preparation of TLM. Action researches were carried out by a few
teachers to find solution of their classroom problems and applying it at classroom level.

Pereira (2009) studied the impact of cluster training on the teaching learning Process in the Schools of Kerala. She found that the performance of the primary school teachers in the transaction of classroom activities such as planning and presenting the activities considering the microlevel process were good. Most of the teachers were found to prepare the Teaching Manual, SRG minutes and the activity calendar as per the guidelines discussed in the cluster training. Majority of teachers (98%) utilize the ideas received from cluster training to make their class effective. The children were found to maintain their portfolios in a good way. Majority of the parents remarked that the students were by the changes in the educational system. Her study concluded that the academic and infrastructural facilities provided to schools had accelerated people’s faith in the general education system.

2.18 Studies on SSA Tamil Nadu

Revathy (2008) studied the organization culture at SSA State Project Set-up in Tamilnadu. The major objectives of the study were to obtain the Block Resource Teacher Educators (BRTEs) perceptions about various aspects of the organisation culture and to assess various attitudes of the employees towards their job and towards the organisation. The study covered 1177 BRTEs of 30 districts of Tamilnadu were quarried on organisation improvement. A survey was undertaken to study organisation characteristics as freedom to work, communication, training given, individualised attitude, perceptions
regarding the work and employee attitude towards the organisation in Tamil Nadu. In all 1177 BRTEs were sampled using purposive sampling method for getting their views on organisation improvements. She found that the organization was perceived to be effective. Most of the respondents had positive feelings about it. The management should take care to maintain the current way of working and ensure that it does not regress to the old bureaucratic model. It might, however, help to look into the reasons behind some of the employees experiencing stress as well as fear and insecurity. If the triggering factors for these feelings could be identified and dealt with, employee dissatisfaction, poor performance, absenteeism and even attention, could be prevented. She suggested that BRTEs should be given more autonomy to think and make decisions at work. There should be a proper system in place for regular monitoring and review of the work of the BRTEs. Supervisory vacancies should be filled immediately. More time to be given for academic duties. At present data collection takes most of their time. The appointment of clerical assistants and computer operators would help in data entry. Work should be planned well in advance, taking care that work assignments do not overlap with one another. Sufficient time should be given for completion of work. Working hours should be clearly defined and restricted to school hours.

Prema (2009) studied the instructional and nutrurant effect of Activity Based Learning in 11 districts districts of Tamilnadu. The major objectives were to find out the effectiveness of ABL approach in enhancing the academic performance of children in Class I-IV in selected districts, assess the nurturant
effects such as tendency to help peer and enjoyment through the process of learning with understanding and examine the long term effect on ABL approach in schools. The study adopted survey cum ex post facto cum experimental method. Sixty schools from each of the selected districts were randomly sampled based on number of years of implementation of Activity based learning programme. Data was collected through questionnaire – interview and observation from head-teachers, teachers, students and parents. Achievement test in Tamil, English, Maths and Environmental studies were also administered to students. The study revealed that a perceptible paradigm shift from teacher centred to learner centred method was observed in the classroom. Children were achieving in all the activity based learning classrooms. Improvements were observed in children’s reading, writing narrating and other cognitive domains including numerical skills. Seating arrangement increased children access to teachers, learning in groups has increased children’s curiosity and socialisation, tendency to help peers, self esteem, involvement in learning process and subsequent learning, personal hygienic, cleanliness and order in the classrooms and overall mental health.

2.19 Conclusion

The review of related studies revealed that the studies were undertaken on different aspects of teacher training such as principles and practices of training, training needs, professional development, mode of delivery, training strategies, models of training, monitoring and follow-up of training, effectiveness of teacher training, educational technology, assessment of SSA
interventions and comparative studies of in-service programmes. The research findings will help in taking sound decisions about teacher support services. However it can be seen that most of the research findings are not fully utilized in policy formulation and its implementation. The review noted that not many studies have been attempted on transcational approaches, educational technology, community support, impact of teacher training on pupils’ achievement, follow-up of in-service programmes and creation of research climate in schools. Though in-service programmes are being organized on a continuing basis under SSA, only very few studies are available related to the effectiveness of the programmes, comparison of the training profile, content, strategies and interventions of in-service programmes in different states. The review emphasized the need for conducting comparative studies on in-service programmes between states which effectively implement SSA programmes and experiment innovations in curriculum transaction. The present study has been undertaken with a view to compare the different components of in-service programmes under SSA in the two neighbouring states Kerala and Tamil Nadu for mutual sharing of the benefits. The review of related studies presented in this chapter enabled the investigator to define the problem, adopt the appropriate technique and the design of the study.