

CHAPTER . V

CHAPTER - V

FINDINGS AND SUGGESTIONS

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5.1 INTRODUCTION

The NPE 1986 recommended the formation of DIETs. Following this, the Ministry of Education formulated certain guidelines and specifications, in 1989, to be followed by individual DIETs. These included the programmes and activities the requirement for infrastructure and human resources. The concept of DIET had been evolved basically to improve the quality of primary education in the country. To achieve this maximum stress has been laid on the in-service training of teachers, master trainers and supervisors of primary schools.

The DIETs have been organizing a number of such programmes for providing in-service education. These programmes can be categorized on the basis of the clientele to which they cater, as well as the model of the programmes. The various in-service programmes conducted at DIETs, can be categorized into, innovations and change in education, SOPT of standard V-VII, orientation classes conducted by NCERT and GCERT, school readiness programme for std-I and MLLs for std I-IV, orientation classes for the principals, TUA, work experience. (See Appendix No-VII)

In the previous chapter, the investigator has analyzed the opinions of the teachers, resource persons and lecturers regarding the in-service training programmes. The investigator has also analyzed opinions of the teachers collected through the interview schedule, opinionnaire, observation and checklist. Here, the investigator has given certain findings related to the study, discussion and suggestions for improvement and suggestion for the further research. This chapter shows the major findings, discussion, suggestion for improvement and suggestion for the further research.

5.2 MAJOR FINDINGS BASED ON QUESTIONNAIRE OF TEACHERS

1. Majority of the teachers (eighty seven percent) opined that the objectives of the in-service training programmes were clear in order of the in-service training programmes. So, teachers can work more effectively.

2. Majority of the teachers (seventy one percent) opined that DIETs were properly checked out whether the need of in-service training programmes before organization of in-service training programmes.
3. Eighty one percent of the teachers responded that time schedule was given to each trainee before starting of in-service training programmes.
4. Majority of the teachers (eighty five percent) responded that there were some innovative ideas or scholarly opinions in organization of each in-service training programme.
5. Majority of the teachers (eighty five percent) opined that there were scholarly opinions in module preparation from resource persons.
6. Responses indicate that fifty two percent of the teachers opined that in in-service training programmes, separate modules were given to the resource persons and teachers.
7. Most of the teachers (eighty six percent) opined that the modules given in in-service training programmes were informative.
8. Eighty percent of the teachers responded that the content of the modules given in in-service training programmes was related to the subject of in-service training programmes.
9. Ninety nine of the teachers responded that during in-service training programmes opportunities were given to teachers for presenting their questions.
10. Majority of the teachers (eighty five percent) felt that during residential training programme enough time was given to teachers for study.
11. Majority of the teachers (eighty nine percent) responded that teachers were satisfied with the facilities provided by DIETs.
12. Seventy seven percent of the teachers felt that the time allotted for in-service training programmes was adequate and duration of in-service training programmes was also enough to enable fulfillment of the objectives of in-service training programmes.
13. Most of the teachers (eighty three percent) opined that during in-service training programmes reinforcement was given to the teachers to encourage teachers for attending such in-service training programmes more consciously.

14. Seventy five percent of the teachers responded that DIETs were dealt with those teachers strictly who were absent or late comers in in-service training programmes.
15. Majority of the teachers (seventy one percent) opined that the teaching aids used in in-service training programmes were easily available in a school.
16. Most of the teachers (eighty nine percent) felt that the climate of DIETs were suitable for learning.
17. Sixty one percent of the teachers responded that there were facilities for practical laboratory of science according to new syllabus in all the DIETs.
18. Majority of the teachers (eighty three percent) opined that due to in-service training programmes, the quality of primary education would improve.
19. Majority of the teachers (seven eight percent) responded that the in-service training programmes were able to cope with the new trends of education.
20. Majority of the teachers opined that resource persons mostly used lecture method followed by discussion method; while project method and demonstration method were occasionally used and seminar method was seldom used.
21. Almost all the teachers (ninety two percent) opined that teachers received new knowledge from the resource persons.
22. Eighty percent of the teachers opined that in a selection of resource persons, preference was given to women too.
23. Fifty nine percent of teachers responded that it was not always that DIETs invited C.R.C/B.R.C co-ordinators as resource persons.
24. No definite conclusion could be derived regarding invitation to the lecturers of education colleges as resource persons.
25. Majority of the teachers (eighty eight percent) opined that after the completion of in-service training programme all teachers got the T.A/D.A as per rules and regulation.

26. Majority of the teachers (sixty two percent) responded that teachers did not suffer any financial loss due to more number of in-service training programmes.
27. Sixty percent of the teachers responded that the fund allotted to the C.R.Cs should be increased for implementation of ideas learnt in in-service training programmes.
28. Most of the teachers (seventy seven percent) opined that the principals of the schools have a positive attitude and granted permission to teachers for attending in-service training programmes.
29. Fifty six percent of the teachers responded that the school education also maintained that the venue of in-service training programmes should be near the school premises.
30. Almost all the teachers (ninety three percent) opined that time and place of in-service training programmes should be feasible to school programmes and teachers.
31. Majority of teachers (seventy six percent) opined that teachers received the order of in-service training programmes in time.
32. No definite conclusion could be arrived at about in-service training programmes which were organized during vacation and the administrative problems that arose.
33. Majority of teachers (eighty two percent) responded that the working style of administrative officer related to in-service training programmes was feasible to teachers.
34. Majority of teachers (seventy three percent) opined that teachers did not suffer any problem from higher authority.
35. Majority of the teachers (seventy two percent) responded that DIETs evaluated the work going on by teachers in school after in-service training programmes.
36. Almost all teachers responded that teachers discussed the matter of in-service training programmes with other teachers in school and C.R,C meeting.
37. Eighty six percent of teachers opined that DIETs invited those teachers who were needy.

38. Sixty three percent of teachers responded that teachers had no problems in implementation of ideas learnt in in-service training programmes in classroom situation.
39. Forty seven percent teachers admitted that after attending in-service training programmes, their teaching became effective and its effect was seen on students in terms of gain in knowledge, all around development of personality, eagerness to know new things etc.
40. Forty one percent teachers felt that due to in-service training programmes their proficiency increased and were equipped with information about the new trends and new techniques making them more effective and capable.
41. Fifty three percent teachers opined that in-service training programmes were not the only infallible way to make teachers successful and capable, but there were some other ways to do so.
42. Sixty one percent teachers replied that their teaching became effective with the help of information gained in the in-service training programmes and subsequently the students, their creativity, regularity, eagerness for knowledge and enthusiasm also showed positive impact.
43. Seventy three percent teachers responded that it was not possible to reach the place of training programme in time without the help of private vehicles and in doing so, traveling expenses incurred were more what they received with form of T.A.
44. Forty one percent teachers expressed the opinion that more time was needed for fruitful discussion. Same resource persons were invited in in-service training programmes who were not able to justify the content matter of their topic and competent resource persons from departments of education were not invited by DIET.
45. Fifty one percent teachers opined that resource persons should be trained and qualified, having effective skills of presentation, and should be invited from different Institutions of Education. Effective organization and planning should be done before starting the in-service training programmes.

5.3 MAJOR FINDINGS BASED ON OPINIONNAIRE OF TEACHERS

1. Sixty nine percent of the teachers responded that selected teachers were invited frequently for in-service training programmes.
2. Almost all teachers (ninety percent) responded that enough educational discussion took place in in-service training programmes.
3. Majority of teachers (eight five percent) felt that opportunities were given to them for presenting their questions in in-service training programmes.
4. Majority of the teachers (eighty four percent) replied that enough time was available for educational discussion in in-service training programmes.
5. Seventy eight percent teachers felt that they got solution of their difficult questions and problems in in-service training programmes.
6. Most of the teachers (seventy percent) believed that the opinions expressed by all teachers were taken into consideration in the following in-service training programmes.
7. Almost all the teachers (ninety one percent) felt that discipline was maintained in in-service training programmes.
8. Majority of the teachers (eighty eight percent) opined that different types of teaching aids were used in in-service training programmes.
9. Most of the teachers (eighty six percent) replied that different techniques and methods were used in in-service training programmes.
10. Almost all the teachers (ninety one percent) felt that new concepts were well explained in in-service training programmes.
11. Majority of the teachers (eighty seven percent) responded that teachers acquired information and conceptual clarity regarding how to explain difficult point of syllabus to students.
12. Forty eight percent teachers believed that more time was devoted to inaugural and valedictory sessions in in-service training programmes.
13. Most of the teachers (eighty five percent) responded that resource persons explained the subject matter very well.
14. Majority of the teachers (eighty eight percent) opined that resource persons came with preparation in in-service training programmes.

15. Most of the teachers (seventy three percent) responded that same resource persons were invited by DIETs for different in-service training programmes.
16. Fifty two percent responded that personal money could be spent for implementation of ideas learnt in in-service training programmes.
17. Sixty six percent replied that teachers faced administrative problems when they went for in-service training programmes.
18. Most of the teachers (eighty three percent) opined that due to frequent training programmes education of the students in their schools suffered.
19. Most of the teachers (eighty one percent) felt that encouragement and co-operation was provided to the teachers by school for attending different in-service training programmes.
20. Almost all the teachers (ninety percent) believed that in-service training programmes were played an important role in creating educational atmosphere of school.
21. Most of the teachers (seventy five percent) responded that frequent in-service training programmes should be organized for improving students' learning at school level.
22. Most of the teachers (seventy one percent) replied that the matter learnt in in-service training programmes and role of school climate in its implication, this two things were paradoxical to each other.
23. Almost all the teachers (ninety percent) believed that according to in-service training programmes, school climate was useful in creating lively atmosphere of classroom.
24. Majority of the teachers (eighty nine percent) opined that in-service training programmes should be changed according to the local school climate.
25. Majority of the teachers (eighty five percent) responded that co-operation and encouragement was provided by staff for attending different in-service training programmes.
26. Majority of the teachers (eighty four percent) responded that crisis of teacher and other facilities became obstacles in working as suggested in in-service training programmes.

27. Almost all the teachers (ninety one percent) believed that there was a change in thoughts of teachers after attending in-service training programmes.
28. Almost all the teachers (ninety three percent) believed that if the different resource persons were invited, having effective presentation skills, teachers would be interested in in-service training programmes.
29. Majority of the teachers (eighty seven percent) responded that educational achievement of students' was increased because of teachers attending in-service training programmes.
30. Almost all the teachers (ninety percent) believed that teaching became more effective due to teachers attending in-service training programmes.

5.4 MAJOR FINDINGS BASED ON QUESTIONNAIRE OF RESOURCE PERSONS

1. Almost all resource persons (ninety nine percent) opined that preparation was done by them in advance for the in-service training programmes.
2. Majority of the resource persons (eighty seven percent) believed that teaching aids were needed during in-service training programmes were available from DIETs.
3. Ninety seven percent of resource persons felt that there was scope for the discussion and fruitful discussion took place in in-service training programmes.
4. Seventy percent resource persons believed that that time allotted to them for the content matter was enough.
5. Most of resource persons (eighty percent) felt that resource persons got the topic of their own interest.
6. Majority of resource persons opined that enough co-operation was available from DIETs.
7. Seventy two percent resource persons felt that in in-service training programmes remuneration was given to them.
8. Majority of resource persons (seventy three percent) responded that they were invited by DIET and were able to provide their services.

9. All resource persons (hundred percent) believed that in-service training programmes were very much useful for the primary education.
10. Most of the resource persons (seventy two percent) opined that modules were available in in-service training programmes which were informative.
11. Majority of resource persons (ninety two percent) felt that resource persons inspired to teacher for attending in-service training programmes.
12. Eighty nine percent of resource persons responded that during in-service training programmes well prepared materials were given to teachers.
13. Almost all resource persons (ninety four percent) opined that more in-service training programmes should be arranged for teachers.
14. Majority of the resource persons (sixty seven percent) opined that teachers were enthusiastic, eager to know new things, active and always ready to do work.
15. Mix opinions were prevailed about their selection as resource persons.
16. Most of the resource persons (twenty eight percent) opined that in in-service training programmes new methods of teaching were used by them and twenty three percent opined that more resource persons should invited having positive attitude towards the in-service training programmes.

5.5 MAJOR FINDINGS BASED ON QUESTIONNAIRE OF THE LECTURERS OF DIETs

1. All the lecturers (hundred percent) felt that in-service training programmes were useful for primary education.
2. All the lecturers (hundred percent) felt that in-service training programmes were beneficial for the primary education.
3. All the lecturers (hundred percent) felt that in-service training programmes were enabled to cope with emerging trends of education.
4. All the lecturers (hundred percent) responded that lecturers were made efforts for innovation in in-service training programmes./
5. Majority of lecturers (sixty nine percent) opined that lecturers used information and communication technology in in-service training programmes.

6. Almost all lecturers (ninety two percent) responded that lecturers were inculcating the training teaching with the life skill.
7. All the lecturers felt that importance to the UEE was given by the lecturers.
8. Most of the lecturers (eighty one percent) opined that they did not find any difficulty in organizing in-service training programmes.
9. No definite conclusion could be derived regarding the economic responsibility.
10. Majority of the lecturers (seventy eight percent) responded that evaluation of in-service training programmes was done.
11. Majority of lecturers (eighty six percent) believed that duration of in-service training programmes was enough.
12. Sixty nine percent of lecturers believed that there was a need for pre-preparation for in-service training programmes.
13. Eighty nine percent of lecturers opined that time for prior-preparation was available.
14. Almost all lecturers (ninety seven percent) opined that for conducting in-service training programmes, enough co-operations were got from DIETs.
15. Majority of lecturers (ninety seven percent) responded that during in-service training programmes enough teaching aids were available at DIETs.
16. Eighty one percent of lecturers opined that during in-service training programmes different teaching methods were used by lecturers.
17. Seventy eight percent of lecturers opined that lecturers did not face any problem during the in-service training programmes.
18. Most of lecturers (eighty nine percent) responded that good co-operation was got from teachers during in-service training programmes.
19. All lecturers (hundred percent) opined that majority of teachers actively participated in in-service training programmes.
20. All lecturers (hundred percent) opined basic ideas of education were discussed and shared with the teachers.
21. All lecturers (hundred percent) responded that knowledge was gained from the teachers as were while discussion with them.

22. Almost all lecturers (ninety four percent) felt that opportunity was given to the teachers for asking questions.
23. Eighty one percent of lecturers opined that problems were there in selection of resource persons.
24. Majority of lecturers (eighty six percent) felt that in in-service training programmes resource persons came with preparation.
25. All lecturers (hundred percent) responded that training was given to resource persons by key resource persons about how to teach in the in-service training programmes.
26. All lecturers (hundred percent) responded that resource persons used different methods during in-service training programmes.
27. Majority of lecturers (eighty six percent) opined that the objectives of in-service training programmes were to a large extent fulfilled by resource persons in in-service training programmes.
28. Almost all lecturers (ninety two percent) responded that teachers were satisfied with the knowledge of resource persons in in-service training programmes.
29. No definite conclusion could be derived regarding the improvement in the content of in-service training programmes. The opinions were fairly divided.
30. Majority of the lecturers opined that they arranged different training programmes to fulfill the objectives of UEE.
31. All most all the lecturers showed that resource persons' behaviour with teachers was decent, proper, positive and friendly.
32. Mostly lecturers used content related teaching aids, TLM and O.H.P for training programmes.
33. No definite conclusion was arrived about the types of questions asked by the teachers.
34. Most of the lecturers played dual roles as a guide and problem solver.
35. Fifty one percent lecturers opined that resource persons were selected on the basis of their knowledge and content mastery of the subjects.

36. Majority of the lecturers (forty four percent) opined that arrangement should be made in such a way that each teacher should gets chance to attend minimum one programme in a year.
37. Mostly of the lecturers (thirty one percent) opined that in-service training programmes should be organized according to need and twenty four percent lecturers opined that enthusiastic teachers should be invited for training.

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5.6 MAJOR FINDINGS BASED ON INTERVIEW SCHEDULE OF TEACHERS

1. Only forty seven teachers opined that opportunities were given to them for presenting their questions in in-service training programmes.
2. Majority of the teachers (seventy six percent) opined that there was a enough time for study in residential in-service training programmes.
3. Sixty five percent of teachers replied that the duration of the in-service training programmes was proper for study and discussion.
4. Fifty one percent teachers believed that the quality of primary education would increase due to these in-service training programmes.
5. Majority of the teachers (seventy three percent) teachers replied that in-service training programmes were so prepared that enabled teachers to cope with new trends in education.
6. Forty eight percent teachers replied that resource persons were generally used lecture method for teaching in in-service training programmes, it was followed by discussion method.
7. All the teachers replied that T.A/D.A was given to them according to the rules and regulation.
8. Sixty six percent of teachers responded that they did not face any economic loss due to in-service training programmes.
9. Majority of the teachers (eighty two percent) opined that they did not face any problem from principal of school regarding in-service training programmes.

10. Majority of the teachers (seventy one percent) replied that monitoring was done about the things learnt in in-service training programmes and its implication in class by school principal, C.R.Cs and B.R.Cs co-ordinators.
11. Almost all the teachers (ninety four percent) opined that discussion was taken place in staff circle about the matter of in-service training programmes.
12. Almost all the teachers (ninety six percent) replied that in-service training programmes were helpful in professional development of teachers.
13. No definite conclusion could be derived regarding considering in-service training programmes as a infallible way to make teacher successful and capable.
14. Only thirty seven percent teachers opined that they found flaws in preparation of content-matter by resource persons.
15. Twenty eight percent teachers opined that they expected more knowledge from resource persons most of the teachers.

5.7 MAJOR FINDINGS BASED ON OBSERVATION SCHEDULE

1. All the resource persons were invited from the primary schools and out of them (sixty one percent) had P.T.C degree.
2. All the resource persons used lecture method for teaching in-service training programmes.
3. Most of the resource persons could present their ideas very effectively even though they used lecture method.
4. Most of the resource persons used different teaching aids depended upon level of standard and subject matter of the in-service training programmes.
5. Majority of the resource persons gave proper justification to the subject matter.
6. Sixty seven percent of the resource persons gave opportunities for asking questions to teachers and were discussed only about the difficult points of content matter.

7. Modules given in in-service training programmes were informative, content-wise, they were well organized and well presented.
8. Besides modules, no other things were given related to content matter in in-service training programmes.
9. In in-service training programmes views were taken from teachers but it was in a written form; while three to four teachers were selected by resource persons to express their ideas orally in valedictory function.
10. Mostly teachers asked questions to resource persons when they had some problem in content matter and resource persons tried to answer the questions.
11. In most of in-service training programmes, resource persons were evaluated training programmes either through written tests or oral tests.
12. Inaugural and valedictory functions did not take much time.

5.8 MAJOR FINDINGS BASED ON CHECKLIST

1. It was observed that area of the institute campus and the building were not according the prescribed guidelines of DIET.
2. It was seen that hostel facilities for women were not available for residential in-service training programmes.
3. It was observed that library facilities were not upto the mark in all three DIETs. Books were not in adequate number as shown in DIET guideline.
4. Analysis of result showed that adequate equipment for education in visual and performing arts in Narmada and Panchmahal DIETs did not have.
5. All three DIETs have method laboratory for physical and life science and equipments for psychology experiment, social studies, language teaching, playground and equipments for physical education and sports.
6. Colour television, V.C.R., and projector with screen were available in DIETs.
7. DIETs did not have adequate number of manual slide projector and audio cassette player as per the guidelines.
8. DIETs have computer rooms with more facilities regarding computer and its attachment.

5.9 DISCUSSION

In this section the investigator has weaved-in ideas from research studies and findings of the present study itself. The discussion offers continuous flow of thoughts interspersed with references. To give lee way to the thought, without interruption, compartmentalization has been avoided. Recurrence of discussions under various contexts makes it more thought provoking.

The findings obtained from this study regarding the objectives of in-service training programmes report that objectives of the in-service training programmes have been clearly mentioned in invitation letter and teachers have clarity about the objectives and according to objectives teachers prepared themselves in advance for attending in-service training programmes. Teachers also added that time allotted for in-service training programmes was adequate and duration was also enough for the attainment of objectives of the programmes. Similar findings regarding objectives were reported by Indian and foreign studies. [Blunck (1993), Chadwick (1999), Richmond (2002), Stewart (2000), Baker (2001), Castenda (2002), Butala (1987), Ramana (1997), Gupta (1998), Rao (2003), Shajoin (1996), Yadav (1999), Swaminathan (2002)]

The findings with respect to the in-service training programmes and its relevance to the emerging educational contexts showed that lecturers of DIETs made efforts to organize in-service training programmes, which were related to the theme of emerging educational contexts and majority of lecturers used ICT in training programmes and gave importance to life skill and other emerging contexts. Teachers also responded that in-service training programmes were able to cope with emerging trends of education. Gupta (1998) found that knowledge of teachers in emerging educational concerns of primary education improved significantly. This result was also supported by Chadwick (1999) indicating that integration of arts can be a powerful teaching tool for teachers and an interesting way for students to learn. Ray (2001) also indicated that information and communication technology works significantly and teachers reported a change in teaching while they used technology. This shows that in-

service training programmes were organized with different themes and importance was given to emerging educational context, so that teachers became aware of emerging trends in education. While contradictory results were found by Butala (1987), which indicated that very few training colleges focused on areas like educational technology, management and modern trends in education.

The findings obtained from the study about the content of in-service training programmes showed that no definite conclusion could be derived regarding the improvement in the content of in-service training programmes, while resource persons opined that they discussed about the difficult points of content matter and it was observed that modules regarding the content were given in in-service training programmes, which were informative, content was nicely presented and well organized. Butala (1987) arrived at a similar type of finding which reported that major achievement of in-service training programmes was update in the teacher and content area. In the present study, teachers also responded that new concepts were well explained in in-service training programmes. Shajoin (1996) supported this view, which showed that teachers felt that the programme had helped them to acquire the necessary knowledge regarding the content. Yadav (1999) arrived at a similar type of findings, which reported that teachers expressed their views that they had clarity about the objectives up to extent; course content met the training needs comprehensible to some extent. This shows that in-service training programmes were organized with different content matter and modules were given related to content matter and course content met the training needs.

Views regarding the mode of presentation in in-service training programmes showed that resource persons and teachers felt that there was a scope for the discussion and fruitful discussion took place and opportunities were given to teachers for presenting their questions. Along with this, in response to question regarding teaching method, teachers opined that lecture method was mostly used, followed by lecture cum discussion method, while project method and demonstration method were used sometimes. It was also observed in observation of training programmes that mostly lecture method was used for teaching but it was also fact that resource persons present their ideas very nicely

even though they used lecture method. This result was supported by Yadav (1999) indicated the lecture method was mostly used in in-service training programmes (i.e. 98.4 percent), this was followed by lecture cum discussion method (47.4 percent). These findings further strengthen the findings of Butala (1987), which stated that the main modes employed in the in-service training programmes were lectures, seminars and workshops. But this result was contradictory with result obtained by opinionnaire of teachers, questionnaire for lectures and observation of training programmes. In opinionnaire, teachers responded that resource persons and lecturers of DIETs used different method of teaching. It was also observed that lecturers of DIETs and resource persons used content related teaching aids, i.e. TLM, O.H.P, charts etc. This finding was supported by Butala (1987). But it was seen in the observation that lecturers and resource persons was used teaching aids but they were not using ICT based or modern teaching aids. i. e. computer, video clips, virtual tours, powerpoint presentation, animation etc. In connection with this finding Kishore (1998) found that primary teachers prefer mostly the learning by doing method for in-service training programmes.

With respect to infrastructure facilities available in DIETs, it has been observed that most of facilities were available in DIETs; while women's hostel and land area of the institute campus and building were less than suggested in DIET guideline. This result was supported by DIET (1992), which indicated that residential facilities were not sufficient. From this result, it can be observed that, this study carried out in 1992 about Vadodara DIET and in the present study where one of the sample was Vadodara DIET, even after ten to fourteen years, position remain the same regarding the residential facilities in Vadodara DIET. The findings, further strengthen those findings of NIEPA (1992), Lobo (1996) and Gafoor et al (1998), which stated that building, hostels and other civil works needed immediate attention. About the library facilities, it was observed that library facilities were not up to the mark, books were less in the number. Yadav (1999) and DIET (1992) reported the similar findings. It was also observed that equipments for education in visual and performing arts were not available in Narmada and Panchmahal DIETs; while manual slide projector and audio cassette player was less in number as recommended in DIET guideline. It was

observed that other facilities were upto the mark as shown in DIET guideline and regarding the computer facilities, it was seen that more number of computer and its attachment were there in DIETs. All the DIETs have created web site of their DIETs. In relation to this findings of Gafoor et al (1998) showed some contradiction with result, while Mehta (1999) and Yadav (1999) indicated that according to guideline the infrastructure facilities should be increased, especially blackboard facilities, toilet facilities and library facilities; while Lobo (1996) found that practical branch of the DIET was weak in its work, the reason might be the less availability of infrastructure facilities or the less use of the available facilities. This showed that except some facilities, most of the infrastructure facilities were there in DIETs.

With respect to expectation of teachers, resource persons and lecturers of DIET regarding in-service training programmes, it has been observed that teachers opined that resource persons should be trained and qualified and having effective skill of presentation and should be invited from different institutes of education. This finding was strengthened through findings obtained from teachers responded which indicated that if the resource persons were invited having effective presentation skill, teachers would be interested in in-service training programmes and teachers expected more knowledge from resource persons. These findings further strengthened findings obtained by Duggal (2005) and Yadav (1999). Duggal (2005) reported that guidelines for organization of in-service training programmes and their monitoring were not followed by the coordinators of in-service training programmes in terms of assessment and prioritization of the training needs, selection of resource persons etc., which in turn, demotivated the teachers to participate in in-service training programmes. Yadav (1999) reported that competent resource persons should be employed during in-service training programmes. The present study also revealed that teachers expected that the fund given to the C.R.Cs. should be increased for implementation of ideas learnt in in-service training programmes. Majority of teachers responded that school education suffers, when a place of in-service training programmes was not nearer to school, so time and place of in-service training programmes should be feasible to school programmes and teachers; while almost all teachers and resource persons felt that frequent in-service

training programmes should be organized for improving quality of primary education. This finding was supported by Gadgil (1981), which indicated that most of the teachers desired to have continuing education in school subjects to get mastery over them; while some other teachers desired to have continuing education to improve their qualifications.

With respect to problem faced by teachers, resource persons and lecturers, it has been observed that sixty three percents responded that they had not faced any problem in implementation of ideas learnt in in-service training programmes in class room situation; while teachers faced problems regarding administration ,crisis of teachers when they went for in-service training programmes but it was also cleared by them that they did not face any problems from school principal regarding in-service training programmes. Most of the teachers responded that the place of in-service training programmes was very far from school, so it was not possible to reach the place of in-service training programmes in time without the help of private vehicles and doing so, traveling expense increased than whatever they received from T.A. bills. In addition to this, most of teachers opined that more time was needed for fruitful discussion. This result was supported by DIET (1992), which indicated that one hour was too short time for explaining topic. The major problem faced by the teachers was regarding the resource persons invited in in-service training programmes, who were not able to justify the content matter of their topic and resource persons from department of education were not invited by DIET. This finding was supported by Yadav (1999), which indicated that teachers felt that the same resource persons should not deal with modules related to different subjects, so competent resource persons should be employed. The findings of present study also revealed that most of the teachers opined that due to frequent in-service training programmes, education of students had suffered. Most of the lecturers also opined that they have not faced any difficulties in organizing in-service training programmes. This result was contradictory with that of Mehta (1999) which showed that due to more in-service training programmes less attention was paid on the presentation of the programmes by the lecturers of DIETs.

With respect to selection of resource persons, it is seen that teachers opined that in a selection of resource persons, preference was given to female and it was also observed that resource persons invited were not only co-ordinators of C.R.C./B.R.C. it seems that there was enough scope to invite resource persons from other sources. Majority of resource persons responded that they were invited by DIET. Lecturers of DIET opined that problems were their in selection of resource persons. It was felt that proper resource persons were not available. Most of teachers also opined that resource persons should be trained, qualified and having effective skill of presentation and should be invited from different educational institutes, along with this teachers also responded that same resource persons were invited by DIETs for different in-service training programmes. It was also observed that in the observation of in-service training programmes that majority of the resource persons were invited from the primary school and out of them sixty one percent resource persons having a P.T.C. This finding was supported by Yadav (1999). This clearly indicates that selection process of resource persons needs more attention.

5.10 SUGGESTION FOR THE IMPROVEMENT

On the basis of the major findings, the following suggestions were arrived at for the improvement of the in-service training programmes.

- More resource persons should be invited from the other educational bodies, apart from the schools, e.g. from colleges of education, department of education, CASE, IASEs, CTEs or from D.E.O's office and D.P.E.O's office.
- Resource persons should used different teaching methods other than lecture and discussion.
- DIET should be conscious about the importance of live demonstration and field visit, and there should be some arrangement for such kinds of activities.
- The fund given to the C.R.Cs should be increased for implementation of ideas learnt in in-service training programmes.

- Time and place of in-service training programmes should be feasible to school programmes and teachers.
- The place of in-service training programmes should be near to school or C.R.Cs.
- More time should be provided for fruitful discussion in in-service training programmes.
- Same resource persons should not be invited by DIETs for in-service training programmes.
- The DIETs should invited trained and qualified resource persons, having effective skills of presentation.
- Effective organization and planning should be done before starting the in-service training programmes.
- Training should be given to prepare the low cost teaching aids and teaching aids from the locally available materials.
- Less time should be consumed for the inaugural and valedictory sessions.
- The DIETs should be conscious to solve the administrative problems faced by teachers regarding in-service training programmes.
- The DIETs should organize in-service training programmes in such a way that education of student's will not suffer.
- In-service training programmes should be organized according to need and more autonomy should be given to the DIETs. All the programmes are planned by the GCERT and there is little scope for innovation. This needs further attention.
- Only those teachers should be invited for the training programmes who are enthusiastic and interested in the same.
- More number of in-service training programmes should be organized to improve the quality of primary education and teachers.
- The DIETs should make arrangement of proper institute campus and building facilities as suggested in DIET guideline.
- The DIETs should be aware about the importance of hostel facilities for women and there should be some arrangement for the same.
- The DIETs should make library facilities up to the mark and number of books should be increased according to DIET guideline.

- The DIETs should make arrangement for equipments for education in visual and performing arts.

5.11 SUGGESTION FOR FURTHER RESEARCH

- Need of the teachers can be studied so that according to that training programmes can be organized.
- Training programmes of teacher educators, resource persons and educational inspector can be evaluated frequently.
- Specific requirements of in-service training for tribal and backward areas can be studied.
- Impact of teacher training on classroom transactions can be studied.
- Comparative study can be made on teachers in Government and private schools.
- Problems, both administrative as well as academic, faced by the principals of DIET can be studied.
- Comparative study can be made of DIETs of Gujarat with DIETs of other states.
- In depth study of specific programme can be made.
- Effectiveness of the C.R.Cs and B.R.Cs in the training programmes can be studied, with special reference to their functions can be studied.
- Effectiveness of the Effectiveness of the C.R.Cs and B.R.Cs in providing academic support and supervision to elementary schools.
- Problems and role of C.R.Cs and B.R.Cs in quality improvement can be studied.
- Content areas of the training for the school principals or teachers can be analyzed with reference to their needs and relevance.
- Case study can be made on any particular DIET with reference to DIET Guideline.
- Impact of teacher's training on students' attendance and achievement can be studied.
- Educational support given by C.R.Cs and B.R.Cs and DIETs can be studied.

- Study can be made on impact of teachers' training on activity based participatory teaching-learning process in classroom transaction.
- Specific branch of the DIET can be studied in relation to its function.
- Situation analysis can be carried out with reference to the needs of teachers, teacher-educators and accordingly the programmes of in-service education can be organized, as the situation analysis has been found to be the most significant step in the process of curriculum design.
- The need of the teachers can be found out and analyzed for practicability and applicability in the field that the programmes can be decided and planned originally.