International Journal of Advanced Research in Management and Social Sciences
ISSN: 2278-6236
Impact Factor: 6.943

DIFFICUTLTIES ENCOUNTERED BY PRIMARY SCHOOL TEACHERS DURING SSA TRAINING PROGRAMME IN THE NILGIRIS DISTRICT

J. Aarti., Ph.D (PT) Scholar, Dept. of Commerce, Providence College for Women, Coonoor, The Nilgiris

Dr. S. Vasanthi, Associate Professor of Commerce, Dept. of Commerce, Holy Cross College, Tiruchirappalli

Abstract: *Training is mandatory for learning procedure in an organization wherein an employee acquires practical knowledge and skill to perform the assigned job efficiently. In-service teacher training is given to a teacher after he/she has begun to teach as it aims at enhancing the skills, knowledge and performance of the working teachers. The Sarva Shiksha Abhiyan (SSA) aims to provide quality education to all children in the 6 to 14 age group across the nation. Keeping in mind the importance of the SSA training programme to the school teachers a study has been undertaken to analyze the challenges/difficulties faced by the Primary school teachers through in-service training programme (SSA) attended by them during their tenure. This research is descriptive in nature which examines the difficulties faced by the Primary school teachers of SSA in-service programme in the Nilgiris District. For this purpose, a sample of 100 respondents was selected in from the 4 blocks of the Nilgiris district, using convenience sampling technique by survey method. The collected data has been analyzed with the help of statistical packages namely SPSS 20 by using statistical tools such as KMO/ Bartlett's Test, and Factor analysis. In this research the reliability measure for the whole scale is 0.802 which is acceptable. In this study, the value of KMO for overall matrix was found to be excellent (0.790) and Bartlett's test of Sphericity was highly significant ($p<0.05$). In order to provide a more parsimonious interpretation of the results, 22-item scale as then Factor analyzed using the Principal Component method with Varimax rotation. The primary schools teachers are highly satisfied with the present SSA programmed imparted to them during their career and expect more innovative curriculum based courses to be revamped in the near future on new technologies.*

Keywords: *SSA, in-service training, Student learning, induction training, INSET, DPEP*

INTRODUCTION

Over the last decade, the fields of teaching and teacher progress have seen a number of studies about the impact of specialized growth courses on teaching and student learning. In-

service training for teachers has developed mainly in the latest decades; however many new regulations have been undertaken for teacher professional development within the school system. The Sarva Shiksha Abhiyan (SSA) aims to provide quality education to all children in the 6 to 14 age group across the nation. SSA has several features that seek to improve the quality of elementary education. These essentially pertain to (a) ensuring basic provisioning to enable improvement in the quality of classroom transactions (b) large scale capacity building of States, for undertaking and evaluating interventions for quality enhancement and (c) focus on assessment of learning outcomes and their improvement, as key indicators of the quality of learning. The programme places great emphasis on **building the capacity of teachers** for teaching, through regular training programmes. The Scheme provides for regular **annual in-service training for up to 20 days per teacher**. The SSA framework was recently amended w.e.f. 1-4-08 to give more emphasis to practical classroom related teacher training by providing for a maximum of 10 days institutional training at BRCs level, and another 10 days specifically at cluster/school level in order to ensure follow-up, peer learning and experience practical classroom transactions.

SSA also provides for **30 day induction training** for newly recruited trained teachers to orient them to their roles and responsibilities, the expectation of the SSA programme and specific state/district priorities in quality education. **60 day training** is also provided for teachers that have not received pre service training in order to provide customized distance mode programmes for such teachers to acquire progressive qualifications in service mode. All trainings funded from SSA cover **several pedagogical issues**, including content and methodology, improving teaching learning transactions at classroom level. States have started exploring several innovative means of imparting these trainings, including use of distance, self-learning mode and use of educational technology. Teacher training under SSA emphasizes child-centered pedagogy and activity based teaching learning. NCERT has prepared fresh guidelines for in service teacher training under SSA in January 2007 that has been shared with all States.

STATEMENT OF THE PROBLEM

Training is mandatory for learning procedure in an organization wherein an employee acquires practical knowledge and skill to perform the assigned job efficiently. In-service teacher training is given to a teacher after he/she has begun to teach as it aims at enhancing the skills, knowledge and performance of the working teachers. In-service teacher training is

imperative for a teacher because the working conditions and the demands from the society are always changing for professionals like teachers (Gnawali, 2001). Any programme planned or conducted sometimes faces certain constrain which may arise during or after or before. The teachers sometimes feel difficult to face expected or unexpected challenges during or in due course of the training period. Thus SSA in-service training is necessary to meet the demand of teachers on time and revamp id new changes are necessary. Keeping in mind the importance of the SSA training programme to the school teachers a study has been undertaken to analyze the challenges/diffuclties faced by the Primary school teachers through in-service training programme (SSA) attended by them during their tenure.

SCOPE OF THE STUDY

The Government of Tamilnadu is really striving hard to achieve the goals of SSA and to make the teacher's competent as one of the major steps in education. Primary teachers are appointed entirely on the basis of their educational and professional qualifications. Whatever updated may be the curriculum of pre service training program, but looking towards the expanding horizons of education that is not sufficient for lifelong learning. Therefore the training of teachers has become indispensable in order to make them competent in innovative trends, methods, techniques, audio visual aids, teaching -learning material etc. With the joint efforts of Tamilnadu government, and educationists, SSA is organizing teachers training program every year. It is a driving force for human development because it aids to uplift the weaker sections of society by providing them with a set of useful and marketable skills. This helps in increasing employment opportunities and thereby tumbling an individual vulnerability to poverty. But as human resource the teachers might face some or few difficulties which may hinder their growth or refrain them during the course of their training programme. Hence this study will be very helpful to SSA training coordinators, SSA Block Officers, School teachers, School administrators, school teachers, research scholars, academicians, and Parents to identify certain difficulties faced by the teachers which might prevent them to attend the programme or lose interest during the course of the programme in the study area.

OBJECTIVES OF THE STUDY

1. To explore the difficulties faced by the Primary School teachers about the (Sarva Shiksha Abhiyan-SSA) in-service training program in the study area.

2. To highlight the Findings, Suggestions and Conclusion

REVIEW OF RELATED LITERATURE

Training is considered as a value addition to the existing knowledge and skill of an employee. **Noe & Schmitt (1986)** are of the opinion that **"**Effectiveness goes to the heart of what training and development are all about in an organization: giving employees the knowledge and skills they need to perform their jobs effectively".

Sarada (1996) conducted a study on effectiveness of strategies used in developing information processing skill involving thinking in teaching of history. The following conclusion may be drawn on the basis of findings. The strategies used in developing information processing skill involving are more effective than using traditional approach in teaching history. These strategies deepen the imagination and understanding of the students. These strategies also help the student in processing and organizing information in meaningful compact structure which are in easily readable.

Agarwal and Kamlesrao (1997) conducted a study on the quality of in-service teacher training programme for primary school teachers an appraisal study. In his study he found that (1) considerable amount of content was not transacted in the training programmes for resource persons under DPEP and SOPT programmes. (2) Further loss was observed at teachers' level as more content were left out. (3) Emphasis was on transmission of information and knowledge rather than on instructional strategies and activities. (4) Transactions during training were mainly through lecture and discussions. Groups work activities were too less. (5) The loss of information was more in SPOT than in DPEP training programme. (6) DPEP training programme compared to the SOPT programme provided better quality of training in terms of more coverage adoption of child centered activities and less loss of information.

Khader (1997) in his study found that to the effect that systematic planning of training input-pedagogy and management strategies-facilities teachers to perform their professional roles effectively. It means planning of training inputs did make a inputs by facilitating the selection of training inputs, developing materials, executing training and verifying whether they make any difference. Obviously provided a framework for formulating a data based model in training by integrating development, training and research.

Mishra and Kishore (1997) found that (i) Prior to the implementation of MLL based curriculum it was highly essential to orient the primary school teachers to know how to develop local specific competencies based on different activities (2) there was a positive impact of module to empower primary school teachers in developing competency based local specific curriculum (3) there was appreciable empower of primary school teachers to enhance the achievement level of student in EVS after the orientation.

Paranjpe and Sandhya (1997) conducted a study on developing partnership for teacher's empowerment. He found that (1) Most of the INSET programmes did not use partnership as a strategy for promoting education and training of primary school teachers either as a part of the overall training strategy or specific INSET programmes. (2) Teachers strongly expressed the need to establish and promote different kinds of partnership particularly tripartite the community (Panchyat VECs) parents business/factory owners and other organization at different levels in the district. For the realization of INSET inputs a support system of teacher peer groups along with an expert facilitation guide was categorically for achieving continuity and applicability of new INSET practices INSET needed to be viewed as a continuous ongoing activity and not a onetime input.

Venkataiah (1997) conducted a study on Impact or inputs provided in District Institutes of Education and Training (DIETs) on teaching competency. In his study found that (i) It was found that the primary school teachers heaving Various skills and talents which were useful for educational activities made learning more joyful. The specific talents of the primary school teachers were story telling. singing preparing low cost and creative teaching aids. Writing humors poems. Basic content mastering in primary school subjects and public speaking communication (2) sensitizing teachers in social issues was found to be effective to boost teachers professional commitments (3) Teachers participation in the capacity buildingprogramme was maximum Teacher initiated programmes were found interesting and appropriate in-service training programme for primary school teachers.(4) Teachers showed interest in participatory programme. (5) Teachers found difficulty in teaching Mathematics and Science (6) recognition and appreciation were found to be most effective motivational factors for the teachers. (7) Teachers opined that the teacher initiated in-service programmes were interesting and useful to the teachers as they were need-based.

According to Brinkerhoff (2005) "Organizations can no longer afford to provide training that has not been evaluated for its contribution to the organization's strategic goals and mission and its effectiveness and use on the job to achieve those goals". The aim of any training programme is to develop the level of performance of the people in the shifting work environment.

Sharma (2006) have also indicated many critical points in organization.

Pathania (2007) reported that orientation programmes were more useful in updating knowledge, improving teaching methods, solving classroom problems and developing professional competence among teachers.

Kappor (2009) had reported that most of the training programmes were confronted with the critical issues of little innovation, poor coordination, absence of objectives, unskilled resource persons, absence of evaluation of acquired skills and knowledge as well as absence of follow-up work of training programmes.

SSA- Tamil Nadu (2011) conducted a study on In-service Teacher Training and it was found that 1) of the 56 sample teachers, a higher proportion of 53 teachers (95%) informed that they have gained clarity and confidence in planning and preparing for their classroom interaction. They have become more empowered to handle the classes effectively.2) About 86 per cent of the teachers (48) opined that the in-service training under SSA has motivated them to do their levels best in teaching .

RESEARCH METHODOLOGY

This research is descriptive in nature which examines the difficulties faced by the Primary school teachers of SSA in-service programme in The Nilgiris District. For this purpose, a sample of 100 respondents was selected in from the 4 blocks of the Nilgiris district, using convenience sampling technique by survey method. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. A structured questionnaire related to the difficulties faced by the Primary school teachers of SSA in-service programme in The Nilgiris District were distributed among the sample respondents for collection of data.

Secondary data has been obtained from journals, articles, newspapers, websites and magazines, unpublished thesis and websites. The collected data has been analyzed with the

help of statistical packages namely SPSS 20 by using statistical tools such as KMO/ Bartlett's Test, and Factor analysis.

LIMITATIONS OF THE STUDY

- The study is limited to geographical region of the four blocks of the Nilgiris district.
- The study is restricted only to 100 sample respondents.
- The analysis is purely based on the opinion provided by the sample respondents.

ANALYSIS & INTREPRETATIONS

The main objective of this study was to determine the difficulties faced the primary school teachers during the SSA In-Service Training Programme (SSA) in The Nilgiris District. The data collected from the school teachers have been analyzed and interpreted for discussions with the help of statistical packages namely SPSS 20 by using statistical tools such as Factor Analysis. Reliability Test has been used together with KMO and Bartlett's Test and Factor Analysis with Cluster stimulations to measure the the difficulties faced the primary school teachers during the SSA In-Service Training Programme (SSA).

Reliability test

Reliability Statistics

No. Of Cases	No. of Items	Reliability Cronbach's Alpha or Coefficient Alpha (α)
100	40	.802

The most widely used measure to assess the internal consistency of constructs is Cronbach's alpha (α). The generally agreed upon value of Cronbach's alpha (α) is 0.70, although it may decrease to 0.60 in case of exploratory research (Hair et al. 2006; pp.137). In this research the reliability measure for the whole scale is 0.802 which is acceptable. Hence, the construct reliability in this research is satisfactory. The result of Cronbach's alpha (α) draws a significant amount of correlation between the variables tested. The validity of a test is the extent to which differences in scores reflect differences in the measured characteristic. Predictive validity is a measure of the usefulness of a measuring instrument as a predictor. Proof of predictive validity is determined by the correlation between results and actual behaviour. Construct validity is the extent to which a measuring instrument measures what it intends to measure.

Factor analysis

Factor analysis is used to resolve a large set of measured variables/ statements in terms of relatively new categories, known as factors. This technique allows to group variables/ statements into factors and the factors so derived may be treated as new variables (latent variables) and their value is derived by summing the values of the original variables which have been grouped into the factor. Thus, Factor Analysis helps to reduce the complexity of large number of observed variables into new (latent) variables which summarise the commonality of all the variables.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.790**
Bartlett's Test of Sphericity	Approx. Chi-Square	**2370.925**
	Df	**231**
	Sig.	**.000**

In the present study, Kaiser-Meyer-Oklin (KMO) Measure of Sampling Adequacy (MSA) and Bartlett's test of Sphericity were applied to verify the adequacy or appropriateness of data for factor analysis. The test is based on a chi square transformation of the correlation matrix. In this study, the value of KMO for overall matrix was found to be excellent (0.790) and Bartlett's test of Sphericity was highly significant ($p<0.05$). A higher value of Kaiser-Meyer-Olkin statistics indicates that the sample is adequate to explain the correlation between the pairs of variables with the other variables and the Bartlett's Sphericity test was effective, as the chi-square value draws significance at five per cent level. The results thus indicated that the sample taken was appropriate to proceed with a factor analysis procedure. Besides the Bartlett's Test of Sphericity and the KMO Measure of sampling Adequacy, Communality values of all variables were also observed.

Communalities

S. No	Variables	Initial	Extraction Values
1.	Knowledgeable resource persons are arranged for updated techniques (v1)	1.000	**.948**
2.	Feedback is given regularly but new changes are made to some extent (v2)	1.000	**.941**
3.	In-difference of opinions arises among teachers (v3)	1.000	**.901**
4.	Adequate staff in training centres and individual	1.000	**.868**

	attention was not given during the course (v4)		
5.	Too much interference from the education officers and other supervisors (v5)	1.000	**.867**
6.	SSA Programme course lack follow–up studies and evaluation of courses (v6)	1.000	**.865**
7.	Training develops integrity, co-ordination, and control but sometimes it lacks among teachers (v7)	1.000	**.860**
8.	The training centres lack adequate facilities for conducting the programmes (v8)	1.000	**.834**
9.	Adequate infrastructure is lacking in Training centres (v9)	1.000	**.832**
10.	SSA Programme course lack follow–up studies and evaluation of courses (v10)	1.000	**.806**
11.	SSA Programme prunes teachers to respect and regard the superiors and the subordinates but it fails often (v11)	1.000	**.800**
12.	Teacher-educators were not fully acquainted with modern concepts and development in science (v12)	1.000	**.780**
13.	SSA Programme duration of the course is too short (v13)	1.000	**.747**
14.	Teachers feel exhausted to attend during weekend (v14)	1.000	**.745**
15.	SSA Training need to be revamped in certain areas (v15)	1.000	**.718**
16.	SSA contents are updated but certain areas needs attention (v16)	1.000	**.699**
17.	SSA focus on knowledge transferring into classroom, improving teacher skills, attitudes – but not for imposing latest development theories (v17)	1.000	**.679**
18.	Teachers try to generate new ideas but such ideas may possibly not be incorporated in the course structure (v18)	1.000	**.637**
19.	Are you satisfied with the main modes employed in the programme (v19)	1.000	**.579**
20.	Training centres have adequate rest rooms, drinking water, and other satisfactory amenities (v20)	1.000	**.593**
21.	SSA programmes to be conducted during working days or summer vacations (v21)	1.000	**.415**
22.	The teachers were sometimes prevented from attending in-service programmes by the principals (v22)	1.000	**.412**

Extraction Method: Principal Component Analysis

In order to provide a more parsimonious interpretation of the results, 22-item scale as then Factor analyzed using the Principal Component method with Varimax rotation. The

amount of variance a variable share with all other variables included in the analysis can be inferred from the communalities table. Variable with higher extraction values show higher association with other variables. Variable such as **Knowledgeable resource persons are arranged for updated techniques (.948), Feedback is given regularly but new changes are made to some extent (.941), In-difference of opinions arises among teachers (.901)** share high variance with other variable which reflects that they can be easily associated with other factors. Variables such as **Training centers have adequate rest rooms, drinking water, and other satisfactory amenities (.593), SSA programmes to be conducted during working days or summer vacations (.415) and the teachers were sometimes prevented from attending in-service programmes by the principals (.412)** show very low extraction value which show low correlation value.

Total Variance Explained

Compo-nent	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumula-tive %	Total	% of Variance	Cumula-tive %	Total	% of Variance	Cumula-tive %
1	7.473	33.967	33.967	7.473	33.967	33.967	5.295	24.069	24.069
2	4.042	18.371	52.338	4.042	18.371	52.338	4.073	18.512	42.581
3	2.306	10.481	62.819	2.306	10.481	62.819	3.164	14.384	56.965
4	1.412	6.416	69.235	1.412	6.416	69.235	2.219	10.088	67.054
5	1.294	5.884	75.118	1.294	5.884	75.118	1.774	8.065	75.118
6	.980	4.456	79.574						
7	.883	4.012	83.586						
8	.659	2.994	86.580						
9	.557	2.530	89.110						
10	.504	2.289	91.399						
11	.424	1.926	93.324						
12	.373	1.695	95.019						
13	.273	1.242	96.261						
14	.249	1.131	97.391						
15	.198	.901	98.293						
16	.104	.474	98.767						
17	.096	.437	99.204						
18	.072	.326	99.530						
19	.041	.185	99.715						
20	.034	.156	99.871						
21	.024	.108	99.980						
22	.004	.020	100.000						

Extraction Method: Principal Component Analysis.

Rotated Factor Loading on the difficulties encountered by primary school teachers during SSA training programme

Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
SSA Programme course lack follow–up studies and evaluation of courses (V6)	**.894**	.113	.170		.151
SSA Programme prunes teachers to respect and regard the superiors and the subordinates but it fails often (V11)	**.884**			-.119	
In-difference of opinions arises among teachers (V3)	**.881**	.236	.206	.103	.124
Adequate staff in training centres and individual attention was not given during the course (V4)	**.829**		.379	.149	.113
Adequate infrastructure is lacking in Training centres (V9)	**.823**	.290	.147	.186	.116
Teachers try to generate new ideas but such ideas may possibly not be incorporated in the course structure (V18)	**.779**			.135	
Training centres have adequate rest rooms, drinking water, and other satisfactory amenities (V20)	-.577	**.437**		.257	
SSA programmes to be conducted during working days or summer vacations (V21)	.304	**.459**	.175	-.201	-.202
The training centres lack adequate facilities for conducting the programmes (V8)		**.872**	.220		-.127
SSA Programme course lack follow–up studies and evaluation of courses (V10)		**.868**	.195		-.110
Training develops integrity, co-ordination, and control but sometimes it lacks among teachers (V7)		**.823**	.405	-.104	
Teacher-educators were not fully acquainted with modern concepts and development in science (V12)	.185	**.721**	.470		
The teachers were sometimes prevented from attending in-service programmes by the principals (V22)	.315	**.528**			.180
SSA focus on knowledge transferring into classroom, improving teacher skills, attitudes – but not for imposing latest development theories (V17)	.352	**.525**	.227	-.352	.321
Knowledgeable resource persons are arranged for updated techniques (V1)	.207	.238	**.920**		
Feedback is given regularly but new changes are made to some extent (V2)	.198	.256	**.913**		
Too much interference from the education officers and other supervisors (V5)	.133	.431	**.815**		
SSA Training need to be revamped in certain areas (V15)	.115			**.809**	.214

Teachers feel exhausted to attend during weekend (V14)	.135			**.790**	.309
Are you satisfied with the main modes employed in the programme (V19)				**.737**	-.162
SSA Programme duration of the course is too short (V13)	.136				**.845**
SSA contents are updated but certain areas needs attention (V16)		-.166	.137	.183	**.784**

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

Five factors extracted together account for 75.118per cent of the total variance (information contained in the original 22 variables). This is good, because we are able to economize on the number of variables (from 22 the researcher has reduced them to 5 underlying factors), while the data lost only about 24.882 percent of the information content (74.734 per cent is retained by the 5 factors extracted out of the 22 original variables). Since the idea of factor analysis is to identify the factors that meaningfully summarize the sets of closely related variables, the rotation phase of the factor analysis attempts to transfer initial matrix into one that is easier to interpret. Varimax rotation method is used to extract meaningful factors.

Five factors were identified as being maximum percentage variance accounted. The variable V 6, V 1 1, V 3, V 4, V 9, V 1 8 is grouped as factor I and it accounts for 33.967 per cent of the total variance. The variables 2 0, V 2 1, V 8, V 1 0, V 7, V 1 2, V 2 2, V 1 7 constitute the factor II and it accounts for 18.371 per cent of the total variance. The variables V 1 , V 2 , V 5 constitute the factor III and it accounts for 10.481 per cent of the total variance The variables V 1 5, V 1 4 . V 1 9 constitute the factor IV and it accounts for 6.416 per cent of the total variance. The variables V 1 3 a n d V 1 6 constitute the factor V and it accounts for 5.884 per cent of the total variance.

CONCLUSION

A key for obtaining consistent success with training programs is to have a systematic approach to measurement and evaluation. Findings of the study signify that Sarva Shiksha Abhiyan (SSA) in the four blocks of the Nilgiris District is succeeding in a healthy way and achieving its goals of universalisation of elementary education efficiently. Training is a

venture rather than a cost, by the employment of all other resources directly depends on well-organized utilization of human resources. Every organization desires to have well-trained and experienced people to perform various activities but the same training should be well planned without flaws too. Acknowledgment of the training methods and measurement techniques are crucial for the success of the employer and employees, so the government together with resource persons and block officers can rectify and update the SSA programme regularly to avoid difficulties of the teachers. The SSA in-service training programme is extremely important for all the school teachers to update their skill and knowledge. The teacher's perceptions show that the SSA programme is the need of the hour for their progress and also quote that few rectifications are needed to inculcate more interest for the teachers to have co-operative learning. To have good sense of loyalty and sense of belonging for the education department the constraints faced by the school teachers during SSA programme as challenges can be totally eradicated in order to adore them to attend participate and involve developing their skills and knowledge. This would facilitate in stirring the teacher participants to execute and utilize the thoughts and methods they have gained during the training programmes to handle the classroom situations. The primary schools teachers are highly satisfied with the present SSA programmed imparted to them during their career and expect more innovative curriculum based courses to be revamped in the near future on new technologies.

REFERENCES

1. Bolam, R. (1982). In-Service Eduation and Training of Teachers – A condition of educational change. Centre for educational research and innovation, Paris.
2. Bijnan Sutar & Arun Chitkara (2001) Modules on Quality Dimensions of Elementary Education under Sarva Shiksha Abhiyan (SSA) NCERT, New Delhi.
3. Casimir, G. (1988). In-service Training in the NIVO-Project in the Netherlands". European Journal of Education, 23 (4), 315-321.
4. Dhar, T.N. (ed) (1996). Professional Status of Teachers, NCTE, New Delhi.
5. Pandey, S. (1998). Teachers for the twenty first Centuries, University News, 86 (6).
6. Yadav, S.K. (2003) Quality Improvement of Teacher Education Programme, University News, 41 (40).

7. Vedanayagam (1988) Teaching Technology for college teachers, Sterling Publications (P) LTD, New Delhi.
8. Education India Journal: A Quarterly Refereed Journal of Dialogues on Education, ISSN 2278-2435, Vol. 1, Issue- 2, May 2012.
9. Srivasthava (1966). Growth and organisation of in-service programme in India and its impact on secondary schools.
10. Young.P.V. (1979) Scientific social surveys and research. New Delhi: Prentice hall India.
11. Aggarwal, V.P and Kamalesaro, G. (1997). The Quality of In-Service Teacher Programme for Primary School Teachers An Appraisal Study. NCERT.
12. Aiholli, V.D. and Sahoo, K. (1995). Nature and forms of In-Service Education for Secondary School Teachers in the Karnataka State by 2005 A.D Vol.31 No.3.
13. Gupta, A.K. (1984). Teacher Education: Current Status and Prospects. New Delhi: Sterling Publications.
14. Khader, M.A. (1997). A Model for Strategic Planning of In-Service Training Inputs for Teachers. NCERT.
15. Kulkarni, V.G. (1997).An Investigation into the Classroom Management Behaviours of Teacher and its implication for the Teacher Training.Ph.D.Education, Shivaji University.
16. Mishra & Kishore. (1997). Teacher Empowerment Issues Related to Development of local specificcompetencies based curriculum at Primary level. NCERT.
17. Paranjpe and Sandhya. (1997). Developing Partnership for Teacher Empowerment: A focus on INSET, NCERT, New Delhi.
18. Prasad & Prasad. (2005, May). Towards Professionalization in Education. University News, Vol.43 No.18. New Delhi.
19. NCERT (2000): Monitoring Quality of In-service Education Programmes. NCERT, New Delhi.
20. NCERT (2005): National Curriculum Framework for School Education. NCERT, New Delhi.
21. AGARWAL, V. P. and G. KAMLESRAO. 1997. The Quality of In-service Teacher Training Programmes for Primary School Teachers-An Appraisal Study, Teacher

Empowerment and School Effectiveness at Primary Stage International Perspective, NCERT.

22. ARORA, R. K. S. 2010. Effectiveness of Teacher Training in Quality Improvement of Elementary Education A Study, Regional Institute of Education (NCERT), Ajmer.
23. DORASAMY K. and et al. 1989. Report of the Programme of Mass Orientation of School Teachers in Karnataka, RCE Mysore.
24. DUTTA, D. K. 2000. A Study and Comparison of the Existing In-Service Training to Teachers in DPEP and Non-DPEP Districts of Assam with Special Reference to Darrang and Kamrup Districts, NUEPA, New Delhi.
25. LALITHAMMA, M. S. 2011. Study of Impact of In-service Teacher Training under SSA on Classroom Transaction of Tamil Nadu State, Pondicherry University, Pondicherry.
26. MHRD. 2011. Sarva Shiksha Abhiyan Framework of Implementation, Basic Features of Sarva Shiksha Abhiyan, Introduction, What is Sarva Shiksha Abhiyan, Aims of Sarva Shiksha Abhiyan, Department of School Education and Literacy, Government of India, New Delhi.