



ORIGINAL RESEARCH PAPER

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PERCEPTIONS ABOUT THE IN-SERVICE TRAINING PROGRAMME (SSA) AMONG PRIMARY SCHOOL TEACHERS IN KOTAGIRI BLOCK, THE NILGIRIS DISTRICT

KEY WORDS:

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INTRODUCTION

Sarva Shiksha Abhiyan (SSA) is an endeavor to universalize elementary education for school system as a community response. The demand for quality basic education all over the country is provided through SSA. Providing an opportunity for improving human capabilities to all children, through provision of community-owned quality education is a mission mode offered as an effort by SSA programme. SARVA SHIKSHA ABHIYAN is an effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools. An opportunity for States to develop their own vision of elementary education, and aims to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially.

OBJECTIVES OF SARVA SHIKSHA ABHIYAN (SSA)

Sarva Shiksha Abhiyan aims to provide useful and relevant elementary education to all children in the age-group 6 to 14 by ensuring universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children by provision of quality education.

- Ensuring cent percent enrolment.
- Ensuring cent percent retention of children enrolled in schools without getting dropped out.
- Providing quality elementary education in all schools.
- Providing an inclusive environment in schools conducive to differently abled children, children from marginalised sections, and children hailing from difficult circumstances.
- Providing infrastructure facilities to promote quality in education in all schools.

Currently the Sarva Shiksha Abhiyan (SSA) is implemented as a Centrally Sponsored Scheme in partnership with State Governments for universalising elementary education across the country.

STATEMENT OF THE PROBLEM

Training is an indispensable part of learning process in an organization wherein an employee acquires practical knowledge and skill to perform the assigned job resourcefully. In theory, in-service teacher training is training taken by a teacher after he/she has begun to teach. The training aims at enhancing the skills, knowledge and performance of the working teachers. In-service teacher training is important for a teacher because the working conditions and the demands from the society are always changing for professionals like teachers (Gnawali, 2001). Thus, in-service training is necessary to meet the demand of time and demands of the society. Keeping in mind the importance of the SSA training programme to the school teachers a study has been undertaken to analyze the perceptions of the primary school teachers about the in-service (SSA) training programme 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. This study will be very helpful to SSA training coordinators, SSA Block Officers, School teachers, School administrators, school teachers, research scholars, academicians, and Parents.

OBJECTIVES OF THE STUDY

1. To explore the perceptions of the 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 building programme 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.

LIMITATIONS OF THE STUDY

- The study is limited to geographical region of Kotagiri block in the Nilgiris district only.
- The analysis is purely based on the opinion provided by the sample respondents.

RESEARCH METHODOLOGY

This research is descriptive in nature which examines the perception about the In-Service Training Programme (SSA) among School Teachers in Kotagiri Block, The Nilgiris District. The present study was carried out to examine the perceptions of primary school teachers regarding the training imparted to the teachers and provided by government of Tamilnadu under S.S.A. Project. Hence the sample respondents comprise of the selected 70 primary school teachers working across primary schools in Kotagiri block, the Nilgiris district of Tamilnadu were the population for the study.

Primary data was administered to collect data through a well structured questionnaire using Rensis Likert's five point scales from 70 sample respondents using convenience sampling technique by adopting survey method. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. Secondary data has been obtained from the SSA department, journals, articles, newspapers, websites and magazines, unpublished thesis and websites.

ANALYSIS & INTREPRETATIONS

The main objective of this study was to determine the perception about the In-Service Training Programme (SSA) among School Teachers in Kotagiri Block, The Nilgiris District. The collected data has been analyzed with the help of statistical packages namely SPSS 20 by using statistical tools such as One-way Anova and Chi-square test.

PERCEPTIONS ABOUT THE IN-SERVICE TRAINING PROGRAMME (SSA) AMONG SCHOOL TEACHERS IN KOTAGIRI BLOCK, THE NILGIRIS DISTRICT ONE WAY –ANOVA:

		Sum of Squares	df	Mean Square	F	Sig.
SSA Training leads to teachers to recognize the need of the students with human values	Between Groups	4.218	2	2.109	2.032	.139
	Within Groups	69.554	67	1.038		
	Total	73.771	69			
SSA Training enables teachers to obtain enhanced teaching practices in class room	Between Groups	2.494	2	1.247	1.332	.271
	Within Groups	62.706	67	.936		
	Total	65.200	69			
SSA Training develops to appreciate the students and brings change in behavior	Between Groups	7.163	2	3.582	4.291	.018
	Within Groups	55.923	67	.835		
	Total	63.086	69			

Training focus the teachers to prove good results in academic performance	Between Groups	4.472	2	2.236	2.219	.117
	Within Groups	67.528	67	1.008		
	Total	72.000	69			
Training moulds the teachers to lead a meaningful life, teaching and promotion in employment	Between Groups	.607	2	.304	.250	.780
	Within Groups	81.464	67	1.216		
	Total	82.071	69			
SSA training prompts teachers to impart dedication, recognize others and self appraise.	Between Groups	1.163	2	.582	.673	.514
	Within Groups	57.923	67	.865		
	Total	59.086	69			
Training helps the teachers to adjust academic "problem solving techniques"	Between Groups	5.101	2	2.550	3.171	.048
	Within Groups	53.885	67	.804		
	Total	58.986	69			
Training enhances the teachers to balance work and home	Between Groups	1.326	2	.663	.813	.448
	Within Groups	54.617	67	.815		
	Total	55.943	69			
Training helps teachers to understand and communicate effectively	Between Groups	1.433	2	.716	1.120	.332
	Within Groups	42.867	67	.640		
	Total	44.300	69			
In-service training helps teachers to maintain cordial relationship at workplace	Between Groups	3.040	2	1.520	1.379	.259
	Within Groups	73.831	67	1.102		
	Total	76.871	69			
Training helps teachers to grow with confidence and to face real life situations	Between Groups	5.478	2	2.739	2.511	.039
	Within Groups	73.093	67	1.091		
	Total	78.571	69			
The effectiveness of the training programme can be identified by the teacher's improved teaching methods	Between Groups	3.313	2	1.657	1.544	.221
	Within Groups	71.887	67	1.073		
	Total	75.200	69			
SSA paves the way to identify the student's perception about the skill of trained teacher	Between Groups	1.916	2	.958	.876	.421
	Within Groups	73.284	67	1.094		
	Total	75.200	69			
Teachers share gained knowledge, skill, ideas to the students and their colleagues.	Between Groups	6.023	2	3.012	2.917	.061
	Within Groups	69.177	67	1.032		
	Total	75.200	69			
SSA deepen the teachers to mould good future citizens with sincerity and dedication	Between Groups	7.820	2	3.910	3.232	.046
	Within Groups	81.052	67	1.210		
	Total	88.871	69			
Training Programme under SSA leads teachers to manage their work effectively.	Between Groups	5.621	2	2.811	1.720	.187
	Within Groups	109.464	67	1.634		
	Total	115.086	69			
Teachers develop their Teaching- Learning methods after undergoing the SSA programme.	Between Groups	1.181	2	.590	.446	.642
	Within Groups	88.762	67	1.325		
	Total	89.943	69			
Training enhances teachers to furnish individual attention to the students	Between Groups	.195	2	.097	.167	.847
	Within Groups	39.177	67	.585		
	Total	39.371	69			
In-service training courses under SSA are sufficient in achieving its pre-determined objectives.	Between Groups	2.496	2	1.248	.884	.418
	Within Groups	94.589	67	1.412		
	Total	97.086	69			
SSA modules are appropriate and strengthens the skills of teachers	Between Groups	.104	2	.052	.104	.901
	Within Groups	33.339	67	.498		
	Total	33.443	69			
Time duration, ambience during training programme creates cordial relationship for teachers	Between Groups	1.027	2	.514	.363	.697
	Within Groups	94.815	67	1.415		
	Total	95.843	69			

Resource Persons are knowledgeable and updated with good skills	Between Groups	4.785	2	2.393	1.565	.217
	Within Groups	102.415	67	1.529		
	Total	107.200	69			
SSA Programme enriches teachers with clear outcomes of student's overall performance and remedial measures.	Between Groups	2.815	2	1.408	1.408	.252
	Within Groups	66.956	67	.999		
	Total	69.771	69			
Training deepens to kindle the curiosity of the students and directs them in the right path	Between Groups	.100	2	.050	.056	.945
	Within Groups	59.343	67	.886		
	Total	59.443	69			
Training enhances the teachers to give the best solutions for the emerging questions related to subjects	Between Groups	6.517	2	3.259	1.968	.148
	Within Groups	110.968	67	1.656		
	Total	117.486	69			
Training Programme elicits the teachers to bring out their loyalty, dedication and sincerity on regular basis.	Between Groups	3.425	2	1.712	1.759	.180
	Within Groups	65.218	67	.973		
	Total	68.643	69			
SSA Training Programme organized has relevance to the teachers for their professional growth, and moulds teachers to move to the next level	Between Groups	1.951	2	.975	.676	.512
	Within Groups	96.635	67	1.442		
	Total	98.586	69			
Problem solving techniques and self improvisation are imparted to teachers through training.	Between Groups	.326	2	.163	.161	.851
	Within Groups	67.617	67	1.009		
	Total	67.943	69			
SSA Training are updated, well designed to the present need and permits the teachers to give suggestions to improve upon the present curriculum	Between Groups	1.820	2	.910	.922	.403
	Within Groups	66.123	67	.987		
	Total	67.943	69			
SSA Training Programme Resource persons are Knowledgeable and easily approachable	Between Groups	5.088	2	2.544	3.186	.048
	Within Groups	53.498	67	.798		
	Total	58.586	69			

The various factors relating to the PERCEPTIONS ABOUT THE IN-SERVICE TRAINING PROGRAMME (SSA) AMONG PRIMARY SCHOOL TEACHERS IN KOTAGIRI BLOCK, THE NILGIRIS DISTRICT are as follows:

SSA Training leads to teachers to recognize the need of the students with human values, SSA Training enables teachers to obtain enhanced teaching practices in class room, SSA Training develops to appreciate the students and brings change in behaviour, Training focus the teachers to prove good results in academic performance, Training moulds the teachers to lead a meaningful life, teaching and promotion in employment, SSA training prompts teachers to impart dedication, recognize others and self appraise, Training helps the teachers to adjust academic "problem solving techniques", Training enhances the teachers to balance work and home, Training helps teachers to understand and communicate effectively, In-service training helps teachers to maintain cordial relationship at workplace, Training helps teachers to grow with confidence and to face real life situations, The effectiveness of the training programme can be identified by the teacher's improved teaching methods, SSA paves the way to identify the student's perception about the skill of trained teacher, Teachers share gained knowledge, skill, ideas to the students and their colleagues, SSA deepen the teachers to mould good future citizens with sincerity and dedication, Training Programme under SSA leads teachers to manage their work effectively, Teachers develop their Teaching- Learning methods after undergoing the SSA programme, Training enhances teachers to furnish individual attention to the students, In-service training courses under SSA are sufficient in achieving its pre-determined objectives, SSA modules are appropriate and strengthens the skills of teachers, Time duration, ambience during training programme creates cordial relationship for teachers, Resource Persons are knowledgeable and updated with good skills, SSA Programme enriches teachers with clear outcomes of student's overall performance and remedial measures, Training deepens to kindle the curiosity of the students and directs them in the right path, Training enhances the teachers to give the best solutions for the emerging questions

related to subjects, Training Programme elicits the teachers to bring out their loyalty, dedication and sincerity on regular basis, SSA Training Programme organized has relevance to the teachers for their professional growth, and moulds teachers to move to the next level, Problem solving techniques and self improvisation are imparted to teachers through training, SSA Training are updated, well designed to the present need and permits the teachers to give suggestions to improve upon the present curriculum and SSA Training Programme Resource persons are Knowledgeable and easily approachable.

Null Hypothesis (H₀): There is no relationship between the age of the respondents and the factors relating to the perceptions about the in-service training programme (SSA) among school teachers in Kotagiri block, The Nilgiris district.

Alternative Hypothesis (H₁): There is a relationship between the age of the respondents and the factors relating to the perception about the in-service training programme (SSA) among school teachers in Kotagiri block, The Nilgiris district.

The above table depicts the Analysis of Variance based on the age of the respondents and the factors relating to the perceptions about the in-service training programme (SSA) among school teachers in Kotagiri block, The Nilgiris district. The calculated value of "F" is less than the table value for certain factors namely SSA Training develops to appreciate the students and brings change in behaviour, Training helps the teachers to adjust academic "problem solving techniques", Training helps teachers to grow with confidence and to face real life situations, SSA deepen the teachers to mould good future citizens with sincerity and dedication and SSA Training Programme Resource persons are Knowledgeable and easily approachable. **Hence, the null hypothesis is rejected and alternative hypothesis is accepted i.e., There is a relationship between the age of the respondents and the factors relating to the perception about the in-service training programme (SSA) among school teachers in Kotagiri block, The Nilgiris district.** For

other variables relating to the perception about the in-service training programme (SSA) among school teachers in Kotagiri

block, The Nilgiris district, the null hypothesis is accepted and the alternative hypothesis is rejected.

CHI- SQUARE RESULT

Test Statistics

	SSA Training leads to teachers to recognize the need of the students with human values	SSA Training enables teachers to obtain enhanced teaching practices in class room	SSA Training develops to appreciate the students and brings change in behavior	Training focus the teachers to prove good results in academic performance	Training moulds the teachers to lead a meaningful life, teaching and promotion in employment
Chi-Square	87.583a	105.417a	89.000a	72.750a	37.833a
df	4	4	4	4	4
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.0.

Test Statistics

	SSA training prompts teachers to impart dedication, recognize others and self appraise.	Training helps the teachers to adjust academic "problem solving techniques"	Training enhances the teachers to balance work and home	Training helps teachers to understand and communicate effectively	In-service training helps teachers to maintain cordial relationship at workplace
Chi-Square	86.583a	93.417a	96.667a	54.467b	76.750a
df	4	4	4	3	4
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.0.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 30.0.

Test Statistics

	Training helps teachers to grow with confidence and to face real life situations	The effectiveness of the training programme can be identified by the teacher's improved teaching methods	SSA paves the way to identify the student's perception about the skill of trained teacher	Teachers share gained knowledge, skill, ideas to the students and their colleagues.	SSA deepen the teachers to mould good future citizens with sincerity and dedication
Chi-Square	95.417a	100.583a	103.583a	114.833a	60.333a
df	4	4	4	4	4
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.0.

Test Statistics

	Training Programme under SSA leads teachers to manage their work effectively.	Teachers develop their Teaching- Learning methods after undergoing the SSA programme.	Training enhances teachers to furnish individual attention to the students	In-service training courses under SSA are sufficient in achieving its pre-determined objectives.	SSA modules are appropriate and strengthens the skills of teachers
Chi-Square	69.583a	62.333a	75.133b	56.833a	94.600b
df	4	4	3	4	3
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.0.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 30.0.

Test Statistics

	Time duration, ambience during training programme creates cordial relationship for teachers	Resource Persons are knowledgeable and updated with good skills	SSA Programme enriches teachers with clear outcomes of student's overall performance and remedial measures.	Training deepens to kindle the curiosity of the students and directs them in the right path	Training enhances the teachers to give the best solutions for the emerging questions related to subjects
Chi-Square	55.667a	58.583a	86.417a	76.000b	78.583a
df	4	4	4	3	4
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.0.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 30.0.

Test Statistics

	Training Programme elicits the teachers to bring out their loyalty, dedication and sincerity on regular basis.	SSA Training Programme organized has relevance to the teachers for their professional growth, and moulds teachers to move to the next level	Problem solving techniques and self improvisation are imparted to teachers through training.	SSA Training are updated, well designed to the present need and permits the teachers to give suggestions to improve upon the present curriculum	SSA Training Programme Resource persons are Knowledgeable and easily approachable
Chi-Square	89.167a	53.583a	16.467b	64.250a	95.417a
df	4	4	3	4	4
Asymp. Sig.	.000	.000	.001	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.0.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 30.0.

Null Hypothesis (H₀): There is no relationship between the annual income of the respondents and the factors influencing the perception about the in-service training programme (SSA) among school teachers in Kotagiri block, The Nilgiris district.

Alternative Hypothesis (H₁): There is a relationship between the annual income of the respondents and the factors influencing the perception about the in-service training programme (SSA) among school teachers in Kotagiri block, The Nilgiris district.

The above table depicts the Chi-Square test based on annual income of the respondents and the factors influencing the There is no relationship between the annual income of the respondents and the factors influencing the perception about the in-service training programme (SSA) among school teachers in Kotagiri block, The Nilgiris district. The calculated value of Chi-Square value is less than the table value for all the factors. **Hence, the null hypothesis is rejected and alternative hypothesis is accepted i.e., There is a relationship between the annual income of the respondents and the factors influencing the perceptions about the in-service training programme (SSA) among school teachers in Kotagiri block, The Nilgiris district.**

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 Kotagiri Block, 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. Acknowledgment of the training methods and measurement techniques are crucial for the success of the employer and employees. The SSA in-service training programme is extremely important for all the school teachers to update their skill and knowledge. The teachers perceptions show that the SSA programme is the need of the hour for their progress and adore 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.

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