CHAPTER - I

INTRODUCTION
1.1. CONCEPT OF IN-SERVICE EDUCATION

Education in modern age seeks to preserve, transmit and advance knowledge and is committed to bring change for the betterment of the society. The importance of education lies in the fact that it is considered as a powerful instrument for bringing social change and progress as it has been underlined by various educational experts, committees and commissions in India and abroad. The *Education Commission (1964-66)[139]* has observed that the destiny of India is now being shaped in her classrooms. It is education that determines the level of prosperity, welfare and security of the people, the quality and the number of persons coming out of our schools and colleges. The Commission went to the extent of asserting that “*if this change on a grand scale*” is to be achieved without violent revolution, it is only through education. It is, therefore, strongly recommended by the Commission that the framers of educational policy should try to locate the life needs and aspirations of the people and thereby make it a powerful instrument of social, economical and political transformation necessary for the realization of the national goals.
For realization of such purposes of education as mentioned above, a nation has to provide proper training \( (education) \) to its teachers who are ultimately responsible for shaping its destiny. The role of the teachers has rightly been emphasized in the Programme of Action (POA) of the National Policy on Education (NPE-1986) [132] that the teacher is the principal means for implementing all educational programmes. It has further elaborated that the principal role will always be teaching and guiding their pupils, not only through classroom instruction and tutorials but also by personal contact and other ways which teachers have always employed for building the character of their pupils. It is expected from teachers to undertake or promote experimentation and innovation. Not only this but also teachers have indispensable role in extension and social services. They have also to participate in the management of a variety of services and activities which educational institutions undertake to implement their programme. This role has further been strengthened in the review of NPE-1986 in 1992 [133] that teachers will continue to play a crucial role in the formation and implementation of educational programmes. To grip himself/herself (teacher) with changing national goals, revision of school curricula, additional inputs of teaching-learning process and emergence of new concepts due to researches being conducted
in the field of education, he/she (teacher) has to attend in-service training programmes.

1.2. MEANING OF IN-SERVICE PROGRAMME FOR TEACHERS

In-service programme is a goal oriented, scientifically well planned continuing education for the qualitative improvement in the existing system of teacher education which provides reorientation of subject knowledge. It vitalizes professional studies. Its necessity has been felt to organize training programmes to orient teachers. Such programmes enlighten them with new concepts, new technology of measurement and evaluation to maximize the achievement of educational objectives.

Green Land (112: 5966) categorized in-service education of teachers (INSET) into four categories. They are as follows;

a) INSET for unqualified teachers (mainly certification courses).

b) INSET to upgrade teachers.

c) INSET to prepare for new roles such as Principal or teacher educators

d) Curriculum related INSET
Many definitions of in-service programmes look into various dimensions. Major aspects of in-service programmes emerge as important dimensions. They are,

a) Professional growth  
b) Continuing education  
c) Enhancement of knowledge  
d) Staff development.

The *Dictionary of Education (1959)* [48:288] has mentioned that in-service education refers to all activities on the part of the employed teachers that contribute to their professional growth and qualifications. *Morris (1966)* (36:11) has described in-service education of teachers exclusively concerned with curriculum development and planned programmes in in-service education which are essential to promote professional improvement of school personnel.

*Glenn (1971)* (37:6) is of the view that the in-service education includes all activities engaged in by professional personnel during their service and designed to contribute to improvement on the job.

*Cane* [91:199-200] defines in-service education as all those activities and courses which aim to enhancing and strengthening the professional knowledge, interest and skills of serving teachers.
Henderson [53 : 1] defined as structured activities designed primarily to improve professional performance by in-service training and educational activities which mean those activities aiming at improving teachers professionalism in their subject area and their general teaching competence.

Bolam [17:10] defines the in-service education and training of teachers (commonly abbreviated to INSET) as those education and training activities engaged by primary, secondary school teachers and principals following their initial professional certification and intended mainly to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively.

Kapur [115:35] has broadly defined in-service education as the professional development of a teacher essentially consists of three components:

(a) development of pedagogic skills of the teachers
(b) development of mastery of subject
(c) development of the teacher as a member of a teaching profession.

In the words of Buch (91:194), in-service education is a programme of activities aiming at the continuing growth of teachers and educational personnel in-service. It may be regarded as the sponsoring and pursuing of
activities which will bring new insight understanding and co-operative practices to the members of the teaching profession and arouse them to improve themselves in every possible manner.

Satranjiwalla (33:10) In-service education may be defined as continuing education of teachers and other educational workers leading to the improvement of their professional competence.

If it is viewed in terms of the behaviour of teachers, the changes are ordinarily identified as gain in new knowledge, increase in understanding, acquisition of desirable attitudes and development of interest viewed in terms of material, media and knowledge, and the changes may suggest exploration, modification and evaluation.

In the words of Sen (91:11) in-service education is aimed at stimulating knowledge and to improve technical skill and such training enables the teacher to take an increasing share in discharge of his social obligations. The idea of in-service education and training is to enhance knowledge and develop certain kinds of teaching skills among the teachers to enable them to discharge their social obligations in an effective manner. In-service education is a tool to mould better teachers by improving their knowledge, providing ways to help them to improve their knowledge and effectiveness in the classroom and by installing in them a desire to do a
better job of teaching. To accomplish these goals, the programmes must be designed to satisfy the needs of the participants.

According to the Organisation for Economic Co-ordination and Development (OECD) (130), in-service education signifies any activity that develops an individual's skills, knowledge, expertise and other characteristics as a teacher.

According to Williams (39:11), staff development in schools should have aims that relate to the needs not only of teaching and ancillary staff, but also of the pupils and of the organisation within which they all function. He identifies the relationship between the individual and the organisation as one of the roots of staff development and all the other activities sanctioned by the organisation. The use of the term 'staff development' has gained prominence recently and has taken an amalgam of meaning.

According to Mead (37:14) in-service training of teachers means permitting teachers to keep abreast of a changing world.

Sparks (36:12) defined in-service education as any training activity that helps teachers to improve teaching skills.
Main (129:17) has defined staff development as the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organisational sequences are achieved. In-service training as staff development is defined as a continuing programme of learning which is concerned with the actual problems of teaching and the need to extend the frontiers of knowledge amongst teachers. In-service training is the notion that education is a lifelong process and there must be an opportunity and motivation for an individual teacher to increase his or her skills and knowledge through studies as an adult learner.

Diaz Maggioli (115:35) defines professional development as “ongoing learning process in which teachers engage voluntarily to learn how best to adjust the teaching to the learning needs of their students”.

After analysing the various definitions given by experts, it can be concluded that, in the present changing world, in-service education is an input in human resource development which increases efficiency and productivity of personnel and its organisation. Education is a lifelong process. Towards this end, in-service education is a recurrent process of learning new ideas, techniques and processes in the achievement of a well
defined goal of an organisation. In other words, in-service education is aimed at bringing desirable changes in the behaviour of personnel towards their profession. These desirable changes can be determined only when in-service education programmes are well planned with a definite purpose. The purpose of organising a training programme may vary from programme to programme depending upon the needs identified.

1.3. NEED AND IMPORTANCE OF IN-SERVICE PROGRAMMES

In-service education as a programme of recent origin is the result of rapid changes in various fields of human activity. Its need is most urgent to teachers because of rapid changes in content areas, pedagogical science, school curriculum, educational technology, socio-political scenario and job expectations of teachers etc. These developments demand from working teachers acquisition of new knowledge and pedagogical skills to transact the curriculum effectively. Further modification in their perceptions about children, school education and society are called for. To bring about these desired changes in a teacher, the role of in-service education hardly needs any emphasis.

There is a need to equip in-service teachers with additional knowledge, skills etc. The absence of an effort to equip teachers to adopt these changes tends to stagnate the practitioners as well as the profession.
It appears certain that injustice to children would be inevitable unless the existing teaching force is provided the requisite in-service education and training of appropriate duration periodically.

Rabindranath Tagore has aptly said “A Lamp can never light another lamp unless it continues to burn its own flame, likewise a teacher can never truly teach unless he is still learning himself”. The teacher has to be engaged in self-study and has to continue self-learning in order to keep himself abreast with the latest trends and knowledge, so that it may be possible for him to adjust the school curricula and gear up the school programmes to the emerging socio-economic, political and cultural needs of the community.(91:193)

Knowledge is fast expanding in the field of science and technology. There are many areas of human endeavor in which changes occur and those changes demand corresponding changes in the education of the educator. The frontiers of human knowledge in various fields are expanding rapidly. Changes in basic concepts and theories in various disciplines necessitate corresponding changes in educational theory and practice. New pedagogical techniques and skills have brought social changes rapidly in the form of acceptance of new social values, development of new social
needs and demands and so forth. These developments require changes in educational objectives, curricular methods and so on. And since pressure is just a stage in itself, it cannot serve the purpose specially at secondary level. In-service education is the only alternative of doing so.

The need for the in-service education for teachers was felt in 1949. When the University Education Commission stressed the need for in-service education and observed that our school teachers learn whatever subject they teach before reaching the age of 24 to 25 and their further education is left to experience which in most cases is another name for stagnation. The commission further stressed that a teacher to keep himself alive and afresh in teaching, he should become a learner from time to time.

It was secondary education commission (134:164) which gave the first effective note in respect of in-service education at the secondary level. It said “However excellent the programmes of teacher training may be”, it does not by itself produce an excellent teacher. It can only provide the theoretical knowledge, skills and attitudes which will enable the teacher to begin his work with the minimum amount of experience. Increased efficiency will come not only through experience and critical analysis but also through individual and group efforts. The teacher training institution
should therefore, accept its responsibilities for assisting in training in-service teachers.

The third regional conference (133:156) of Ministers of Education of Asian countries observed “As long as education is needed and knowledge about education and children continues to increase, the teacher has always something to learn, learning to teach is a lifelong pursuit and teachers' education is a continuing education otherwise it is no more than a certification.” That is why, in-service education is also called a lifelong education and aims at providing a teacher with the knowledge, skills and competencies that are given in the initial training programmes. Such lifelong in-service education for the teacher in order to enable him to cope up with the changing conditions and multifarious tasks that are entrusted to schools. It is also necessary for teachers to bridge the widening gap appearing between what they had learnt at their pre-service stage and the curriculum that is to be handled by them at present.

The UNESCO in its document "Education on the Move" has mentioned “This constant training is more effective and more direct than the training provided before entry into the teaching profession. The teacher
with some practical experience is more aware of the inadequacies of this basic training and many concentrate on the important problems posed by, need to improve the quality of Education”.

Since teachers themselves improve their competencies and promote their professional growth through self-study and lifelong education. But the UNESCO (1972) has correctly observed that “they have little indication to continue studying on their own and thus making it a necessity for provision of organised efforts for continuing teachers education” The British Commonwealth in its report of the seventh conference has mentioned that “In-service training is of key importance to the maintenance of standards in the schools. Teachers should not be expected to implement new methods of teaching or tackle new curricula without in-service training. Therefore, it is vital that in-service training programmes should be planned within the context of teacher education as a whole”.

The Education Commission (1964-66) (139) has also highlighted the significance of in-service education for all types of professions. But the needs are most urgent in teaching profession because of the rapid advancement in all fields of knowledge. As observed in the National Policy on Education –1986, “Teachers education is a continuous process and its pre-service and in-service components are inseparable”. The National
Commission on Teachers (1985) has also highlighted that with the explosion of knowledge, revolution in the world of media with contemporary issues demanding urgent attention with values getting eroded, the need of helping teachers to keep abreast of things cannot be questioned Levin (58:15-18) has compared in-service programmes and said that the in-service programmes work like a tonic and like an injection and thus it gives strength to root out the problems of teachers.

A survey (135) conducted by Fordyce, was highlighted that transfer of training from in-service courses to classroom practice is more likely to occur when in-service courses are:

a) School based
b) Facilitated by experimental and supportive teacher trainers.
c) Dealing with issues relevant to teachers’ daily work and
d) Within a school culture, where collaboration and collegiality are the norm.

He recommends that more systematic research needs to be directed to the specific mechanisms by which teachers are supported and that transfer leads to transfer of training.
Information has been collected from teachers whether they have attended two week or more in-service training/refresher course during 1992-93.

Among the teachers teaching at secondary stage 11.62 per cent enjoyed the facility of attending in-service training programmes. The percentage of such teachers in rural areas is 10.72 as against 12.95 per cent in urban areas. Further, government schools top the list with 13.89 per cent of its teachers have undergone in-service training, followed by private aided (11.17 per cent) local body (10.36 per cent) and private unaided schools (6.71 per cent).

Out of 2,52,466 teachers teaching at the higher secondary stage, 9.31 per cent have attended in-service/refresher course during 1992-93. Teachers in urban schools (10.84 per cent) have enjoyed this facility more than their counterparts in rural schools (7.17 per cent). A look at the managementwise figures reveals that this proportion is the highest among the teachers of government schools (13.08 per cent) and the lowest in the cost of teachers in private unaided schools (5.61 per cent) (95:84-85).

Thus the importance of continuous education has been realised and emphasized by various conferences, seminars, commissions and committees in India and abroad and has generated enough awareness for
redesigning curricula and strategies for organising in-service training programmes for teachers through various agencies, media and methods in almost all countries of the world.

On this concern teachers can have professional development through various professional development initiatives of teachers in the Indian context such as,

a) Attending seminars, symposia and conferences.
b) Attending training programmes.
c) Attending workshops and generating new knowledge.
d) By sending entries to State / National level competitions about innovative practices.
e) By developing healthy reading habits.
f) By retaining learners attitude.
g) By becoming a member of professional organisations/bodies.
h) By subscribing to National / Regional level professional Journals / Periodicals.
i) By contributing papers, articles and books to professional publications.
j) By developing professional work with fellow professionals.
k) By developing self-instructional materials in their teaching subjects.
1) By developing better contact with the agencies of In-service education and Training like-NCERT, NIEPA, SIEs, SCERTs, CBSE, Universities and Colleges, DIETs, CTEs, IASEs, Teachers organisations, Extension centres and centres for continuing education. (15:23-29)

Hence, the investigator wants to know the status of in-service programmes that are being organised by colleges of teacher education (CTEs) which are more concerned for secondary level teachers in-service training programmes to organise.

The study is limited to the evaluation of status, need fulfillment and attitudinal change of teachers towards in-service training programmes organised in CTEs. Hence the problem undertaken is worded as “Evaluation of In-service Programmes of Colleges of Teacher Education (CTEs) in the State of Karnataka”.

1.4. Statement of the Problem

The problem of the present investigation is – ‘Evaluation of In-service Programmes of Colleges of Teacher Education (CTE’s) in the State of Karnataka’.
1.5. Objectives of the Study

The present study was undertaken with the following objectives.

1.5.1. Broad Objectives

1. To make the status survey of in-service training programmes of CTE’s offered for the benefit of the secondary school teachers.
2. To identify whether the training programmes of CTE’s are need based.
3. To identify the attitude of secondary school teachers towards in-service training programmes of CTE’s.
4. To suggest measures in terms of training needs for the further improvement of in-service training programmes of CTE’s.

1.5.2. Specific Objectives of the Study

1. To study the types of in-service training programmes organized in CTE’s for secondary school teachers.
2. To study the organization in terms of administration and financial aspects.
3. To study the selection procedures of secondary school teachers for the in-service training programmes of CTE’s.
4. To study the infrastructure facilities available for the training programmes of CTE’s.
5. To identify the needs of secondary school teachers.

6. To study whether the training programmes are need based.

7. To study the attitude of secondary school teachers towards in-service training programmes of CTE's.

8. To study the attitudinal change among teachers after undergoing training programmes of CTE's.

1.6. SCOPE OF IN-SERVICE EDUCATION PROGRAMMES

It is widely accepted that in-service education is the continuity of pre-service education. A teacher has to be a lifelong learner and in-service teacher education is a continuous process during the professional life of a teacher. It may be provided any time between a teacher joining his service till his retirement. It should be provided recurrently or periodically as per the desires of the teacher individually or collectively. The duration of the in-service teacher education programme may vary from one hour training to a couple of years depending on the nature of the programme as for whom it is organized. The programmes may be structured or institutionalized or school based peer coaching and writing for sharing etc. A number of training programmes for all categories of personnel may be organised in specialised areas like training in Educational administration. Need for organising such type of training programmes may arise from time
to time owing to numerous changes coming up at different stages in the society and their implications for schools especially for classroom transaction.

The scope of in-service teacher education programme may also be defined in terms of the category of people and groups of them it accepts in its ambit. The term in-service teacher education in fact may sometimes appear to be a misnomer as it suggests in-service education and training of teachers above. In-service teacher education programme does cover all categories of teachers whether they are serving in nursery school or elementary school, a secondary school or even a college, a university, a technical or industrial institute or other such institutions. All such institutions seek to get their staff updated through various in-service teacher education programmes and activities. It is related to all those personnel who are in one way or the other involved in the task of planning, organising and providing education to Supervisors, Education Officers, Principals, Head Masters and others who are fully eligible to receive the benefit of in-service teacher education. Besides the curriculum developers, text book writers, school counsellors, resources persons, course directors, co-ordinators and teacher educators are equal partners to get the benefits from in-service education.
For such a broad band of in-service education, a complete infrastructure would be required to improve what we have at the moment at our disposal.

1.7 GENERAL OBJECTIVES OF IN-SERVICE TEACHER EDUCATION

At present, many agencies are involved in in-service education of the teachers. The NCERT, SCERTs, IASEs, CTEs, DIETs and a few NGOs are doing useful work in this field. The National Council of Teacher Education (NCTE) (124 : 114-118) has formulated a set of objectives of In-service teacher education to the present context. Hence, the above agencies are functioning on the objectives of NCTE such as:

a) To foster the desire to lifelong learning and to empower teachers ‘learning to learn’ and ‘learning to be’.

b) To fulfill the gaps of the pre-service education, to remove its inadequacies and make it more realistic.

c) To enable the teachers to meet the requirements of changing educational and social context and concerns.

d) To remove the obsolescence and anachronism of teachers in content and pedagogy, transactional skills and evaluation techniques.
e) To acquaint them with the new international experiments in education and absorb their findings in the system in case they are found to be useful.

f) To prepare them to accept and utilize the educational potentialities of information and communication technology.

g) To make aware of the new developments in the areas they teach and information they impart to their students.

h) To prepare the forum for teachers for exchange of ideas and experiences to enable them to integrate values and environmental awareness with the subjects they teach.

i) To sensitize teachers with the educational problems of the neglected sectors.

j) To equip the alternative teachers with the job specific skills and competencies.

k) To empower them to realise the objectives of school curriculum in the light of changing circumstances.

l) To increase the level of motivation of teachers, develop self confidence, promote the spirit of inquiry and help them to be committed and reflective teachers.
1.8. GROWTH OF IN-SERVICE TRAINING PROGRAMMES IN INDIA

In-service education has been given due importance since pre-independence. The formal organisation of the programme of in-service education through teacher training institutions is a revolutionary innovation in the field of education up to 1908 and there were only eight colleges of teacher education in India then.

Upto 1945, there were 37 colleges of teacher education in India. By the year 1966, the number raised to 275 colleges of Teacher education. Between 1947 and 1954, two Commissions were appointed by the Government of India.

In 1955, All India Council for Secondary Education started nation wide programme of extension services, and 24 separate departments in the training colleges were started. Such extension service departments increased gradually. By 1964, there were 97 extension service departments in colleges of teacher education. (30:565-572)

In 1959 April, All India Council for Secondary Education was replaced by the Directorate of Extension Programmes for Secondary Education as a part of Ministry of Education.
In September 1961, NCERT was established as an autonomous body and directorate of extension programme for secondary education became one of the departments of the national institute of education.

In 1966, the directorate of extension programme for secondary education was converted into the department of field services under the NCERT.

All Colleges of Education and some teacher training institutions in different states conducted regular in-service courses through their extension centres.

In 1973, NCERT was established and organized a programme for in-service teachers and brought National Curriculum Frame on Teacher Education in 1978-88. In 1975, NCERT with the help of ATS-6 India launched the first satellite programme and trained 45,000 teachers.

In 1983, Central Institute of Educational Technology (CIET) and State Institute of Educational Technology (SIET) established and organised regular Education Television (ETV) programmes in In-service Education of Teachers (INSET).
In 1985, IGNOU established and started distance mode to develop professional competence of teachers through in-service programme.

Under National Policy on Education 1986, revised in 1992 and in 2000 placed significant emphasis to in-service programmes of teachers through 450 DIETs, 76 CTEs and 34 IASEs all over India.

In 2000 and 2001, Gyana Vani dedicated video and audio channels which is being used for teacher education programmes respectively.

In 2004, DSERTs extended financial support to selected colleges of education to conduct in-service training programmes to teachers under Sarva Shiksha Abhiyana (SSA).

In 2005, DSETs/SCERTs conducted training programmes to teacher educators, secondary teachers and primary teachers on life skills and adolescent education for which World Health Organisation (WHO) extended financial support.

In 2006, DSERT/SCERTs started, 40 days Inclusive Education (IEd) Training to primary school teachers.
In 2007, NCERT/IASEs, CTEs, DIETs, NCTE started ten days Microsoft training to Master Trainers at all levels i.e., to teacher educators, secondary teachers and elementary teachers.

In 2008, Regional Institute of Education (RIE) started EDUSAT programme to all the teacher educators in the country.

1.9. IN-SERVICE TRAINING PROGRAMMES IN OTHER COUNTRIES

In-service teacher education with the help of educational technology can improve the quality of general education of the teachers and provide well-trained and educated teachers to general education schools.

The following are some of the techniques applied in some developed and developing countries for their in-service teacher training programmes.

Algeria began systematic in-service teacher education programmes in 1962 both to upgrade teacher and to produce teachers to meet the post-independence emergency of lack of teachers. In the larger centres of population, in-service educational centres were set-up in existing classrooms to offer work courses. Teachers were taught by means of fairly well integrated instructional technology that combined films, filmstrips,
self study manuals and television lessons. Teachers in isolated areas, on the other hand, were instructed via correspondence, study guides and radio (6).

In Nigeria, in-service education took advantage of the television network established to conduct Teachers In-service Education Programmes (TIEP). The National Teacher’s Institute (NTI) in Nigeria aimed to raise the level of a number of unqualified and subqualified teachers.

In Japan, in-service teacher education via correspondence instructions through radio broadcast and used radio for correspondence programmes to conduct in-service teacher education. Also radio is used for various educational tasks such as high school education, business education etc., Japan’s example illustrates that there is an advantage in adopting an integrated approach to the planning and implementation of in-service teacher education. This can keep costs down (30:565-572).

In Kenya, in-service teacher education is given through radio, and correspondence courses face-to-face teaching. Other countries such as Pakistan and Columbia used television to give educational training to teachers (45:171-198).
In U.S.A., in-service education is one of the distinctive features. There are hundreds of summer schools established by colleges and universities which provide education on part time basis to the employed teachers who had spent only a year or two in a college, before taking their first teaching position. Usually teachers, during long summer break attend extension programmes. Correspondence courses and evening classes are also organized. This gives a fair chance to the teachers to improve their academics. Likewise, in-service training workshops for short periods are organized by schools districts and resource training institutions are utilized.

Some professional organization of teachers have also come up. One of them is National Education Association (NEA). It has 33 departments such as teachers of Mathematics, Association for Elementary School Principals etc.. These organizations carry on the activities in such way that the individuals become better teachers and raise the standard of profession. The affiliated state education associations work for the improvement of educational services (106:273-296).

In U.S.S.R., every teacher is given a refresher course at least once in five years in pedagogical, methodical, social and cultural problems. All the institutions actively participate in the work of improving the skill of in-service teachers. Special attention is also paid to rural teachers who
may not be well trained like urban teachers in scientific fields. A special institute called “Institutes for Perfectibility of Skills” had been set up to handle the retraining of the teachers. The teaching staff is encouraged to continue their educational effort through correspondence courses.

In each republic, there is a pedagogical society which so often organizes lectures, schools of education experience and meetings exchange the experience at City, Districts, State, Republic and National level (30:287-292).

In Russia, there are many arrangements for increasing one’s efficiency through the medium of correspondence courses. Many teachers have availed themselves of this opportunity and have increased their efficiency during recent years. Many poorly educated teachers were successful in taking teaching diploma through correspondence courses (30:404-418).

It is now clear that the in-service teacher training programmes help to improve the quality of the in-service teachers required for general education and to fulfill an immediate need for well trained and educated teachers in schools.
The present evaluation study assumes great importance as it will help for further improvement of teacher training programmes under CTE’s. The study provides guidelines to the planners and implementers for a better planning and implementation. This study gives broader perspectives to know to what extent the objectives of the training programme have been achieved and to give appropriate suggestions to keep the programmes on the right track.

The investigator is working in a College of Education as a Professor of Education. He has also worked as co-ordinator for 10 ‘Sarva Shiksha Abhiyana’ (SSA) training programmes. While organizing these training programmes the investigator came across some problems. With this personal experience the investigator was interested to undertake research work on in-service training programmes for teachers. Hence, the present study is undertaken.