PREFACE

In-service programmes are the essential requirements for an effective and sound professional development and in turn the success of In-service training programmes depends on many factors like organisation, administration, infrastructure facilities, fulfillment of needs and attitude of teachers. This conceptual framework has been applied to secondary school teachers very recently and it could be seen from the review of the related literature, especially in Karnataka State. This scarcity of related studies raised an important question on the status of in-service programmes of secondary school teachers with respect to organisation, administration, infrastructure facilities, efficacy and an attitudinal change.

Most of the secondary school teachers are aspiring for professional growth. In order to fulfill their academic needs they wanted to attend in-service programmes. Unfortunately, they can’t attend because either they are unable to attend or the programmes are not based on their specific needs.

The present study is an attempt to evaluate the status of in-service programmes of secondary school teachers for improving the In-service programmes as still need based.

It is hoped that the need based in-service training programmes would be of great educative value to secondary school teachers.