1-1 Introduction:

Education in the emergence and development of human needs from the most ancient times it has gone through. Recently Computer Information Technology, transportation tools, dissemination, media, etc. Areas are rapidly evolved in Transition. The needs of humans and their lifestyles changes accordingly. Educational scenario should be complying with human needs of the next generation self-sufficiency or should be changed to curriculum in stepwise manner.

Indian education society successfully solved the problem of selecting proper literature works out of Arabic, Sanskrit or English language. Mecaulen wrote about this policy to governor general lord William in those days. Mecaulen’s this policy statement accepted in 1835. this Charter was published on 7 March, 1835. Due to this policy, Indian education took a new turn. The contribution sikanala mekaelace Mecaulen’s contribution to education,

Mecaulens announcement regarding education policy, 1838
(mekolaca scholastic Charter), 1838
The Guardian Education Rights Act 1854 (vudaca dispatch)
Indian Education Commission (Commission Hunter) 1882-83
1902 Indian School Commission
Resolution 1910-13 compulsory primary education
Calcutta University Commission / Commission sedalara 1917
National education movement in 1920-22
Committee Report 1929 haratoga
Sapru Committee 1934
Aebata - Wood Report 1936-37
Wardha Education Plan 1937
Sarjata Report 1944
University Education Commission, 1948-49 (Radhakrishnan Commission)
Secondary Education Commission, 1952-53 (Mudaliar Commission)
Education Commission, 1964-66 (Kothari Commission)
The National Education Policy 1968 (Policy siksanaasambandhi)
1977 Course Review Committee (isvarabhai Patel)
High siksanavarila 1978 National Review Committee (the Committee adhivesana)
Draft national educational policy 1979
The National Education Policy 1986
The course syllabus of 1995 was based on the recommendations of Dr.Dave’s Committee. Primary education 2004course was based on the National Education arakhada 2000 by taking local conditions into consideration and modify a primary education curriculum was created in 2004. Was implemented from 2006. Children free and compulsory education under the Education Act 2009, the right to janaprabodhana program.
The changes in education was done by taking in view of the changing situation regarding, globalisation, privatization, liberalization of the stream in the Course.

Changes in education, and for the appointment of Course Objectives and its Approach to be reached to the teachers successfully. Using Pune, Maharashtra State Educational Research and Training program, training programs for teachers was conducted. The program of the Council, district and district level in
order to be held in the center. And are sufficient to guide people at various training tools.

John dyue: -"Your daily behavior and thought, defines your problem that you do not normally need to be considered. But the obstacles created by everyday transactions or if the clock calenase you need to think about this problem. Research it. This type of training is a modification of the knowledge to be updated thevanyakarita diligence study, the classical approach and the ability to keep a steady increase is required. Your use of the new teachers siksanakaryata siksanapadhdhatita update about the analya quality education and improve certain vitality yerila effective teaching and effective construction of a model citizen Moreover horila horila-purpose development,

" Na hi dnyanen sadrusham pavitrami vidyate "

Our culture taught us the principles like knowledge donation and knowledge acceptance. The ancient Indian culture over time teachers is extremely important position. Left school at the end of the two large steps" cimukali many steps around the school premises are such an inspiration rengalata siksakammule vidayathryance wide-eyed childhood is all the more enjoyable it is rich."

This is the closest foreign primary teacher. For the first time in school than at home, in school life is. This is a pleasant, easy life to the next, they certainly payabharani strong, is not strong. Primary education usually 6 to 14 years and for the first class sataviparyanta
mother tongue, mathematics, sociology, English, other studies of the subject to be. Primary education is the primary level of education, and will not be able to vyaktivikasaca basic. Innocent, wide-eyed child is very sensitive, and imitative sanskaraksama not survive forever on the culture unbeknownst to remember are live.

There are a number of challenges in the 21st century the century. The last few years of the 20th century - the science of sphotanci. This knowledge is growing at 4 to 5 years dupatine. The anusphota, science problem, and expectations of the population, and the same age or the age prasphotace Features will be called.

Be specific, rather than the yugatala siksanakaduna society. Alternatively all the teachers are. This high-quality education Primary education is found. Century 21 primary teachers should not vathavu a different role. Universal and compulsory primary education because of the urgency of your country than it is. Primary education is the education to be the next akrtipramane.

"At the age of five, starting at the initial values are the same primary education." And is where the human jivavikasace bijaropana samajasiksana was found where it is known as primary education.

The primary importance of education

"ki kulen vishalen vidyahinasya dehin
Akuleno pi vidyawana devairasya pujayate"
So to open communication lines as the basis of primary education to children, primary education is important. Vidayathryanca physical, mental, emotional and social developments of primary education kalataca are properly started. Person can lead a better life and education”. Fearless and independent life and make of it is not correct to distinguish it from the General Education."

Primary education goals

In the year 1968, the Government of Maharashtra from 1st Class 7th curriculum of primary education goal is to served
1 - studies of the devices to get enough grip.
2 - To develop a healthy habits.
3 - To participate Social and cultural program.
4 - To develop self-reliance, and sramapratistheci line.
5 – by hand editing skills.
6 - To develop physical performance.
7 - integration of emotional, social and moral responsibility would be developing a national approach.
8 - sudharanatmaka primary schools to suggest ideas.
9 - siksakacim selection, status, social position about the criteria to be fixed.
10 - Suspension primary education and to suggest measures to stop leakage.
11 - Age Limit during admissions for first standard should be pre-defined.

The government plans to implement primary education for socialisation.
1- The structure of the education system

2- Primary education is the responsibility of the government at all levels.

3- A) Administration of the central government role in primary education:

4- - The Government of India, Ministry of Primary Education and scholastic programs akhate jabadari watches.

5- 2 - After independence was the primary and preferred mulodayogala.

6- 3 - Education Secretary and Counsel advised the government of India is the primary problem and mulodayogi.

7- Sacivalayaci tasks:

8- 1 - primary education planning engineer.

9- 2 - Uts engineer education plan.

10- 3 - Training of teachers in primary management.

11- 4 - balavad: the producer.

12- 5 - to guide the educational process in the appropriate compliance.
13- Advisory Board functions:

14- The Education Advisory Board is a standing committee, the Board of Elementary and mulodayogi for scholastic work. Central and State Government dhoranavisayaka salna do.

15- Education Central Board functions:

16- 1 - Maintaining the link between the state government and local government.

17- 2 - Upgrade the primary teachers salary.

18- 3 - Primary education sarvatrikarana to be taken.

19- 4 - Primary measures to reduce the leakage and to stay in education.

20- 5 - Preparation of primary scholastic model law.

21- 6 - This is the primary education from time to time to review.

22- 2) All India Primary Education Board:

23- All India Primary Education Board was established in 1957. Primary education and primary education program about how to improve government and experts has been formed to advise the Board. Primary Education Development Center, the purpose of government, state government and local government to work together to bring this circle is not.

24- The teacher - teaching program pasrvabhum -
25- Madhyaparyanta of the 19th centuries sevantargata teacher - teaching the implementation of the program does not appear to have. During these pre-service training is being given to the maximum. BC In 1929, the report of the Committee haratopaga sevantargata teacher - training education was considered. BC English first riphrensara courses for teachers of the subject in 1933, Madras said. The various subjects at different pratanta riphrensara kosarresa to start. Once the teacher was trained at the quality of teaching skills necessary for the teacher to develop this idea further hotataca was not. BC In 1949, Dr vidayapitha Education Commission. Radhakrishnan also adhere to sevantargata training. Since then, the policy of education and sevantargata rabavanyata yevu is everywhere.

26- Lecture which, command or ask questions of the teachers in the vaccine and vidayathryam promotion of ideas which are used by the teachers who understand the subject vidayathrai always learn more. Show more progress. Pariksetaca different fields of life, not just camakatata.

27- 1 - accepted approach to teaching.

28- 2 - vidayathrai intellectual development of the state in which he set at the sikavinyaca.

29- 3 - at the same time there should be revision. Vidayathrai how, when, how can I do? Hayaca taught by the idea of learning vidayathryam liking and create a difficult subject horila also learned jarila stock. Abhirucimule
adacanimm on the jiddine can be overcome. Abhirucimule is easy to focus on learning.

30- Search vidayathryanci congenital abhirucica. It should be increased. Itakanca but also the importance of liking also create a custom carry. The idea is to refrain from the ekakendri. Multicentre should prompt consideration. When the current building paristhitituna Subjects questions. Budhdici hard to find the answers to many of the questions we answer ghokata accomplishments children carry this kind.

- vidayathryam tipuna the dimensions of the fire appears admirably occasions. Kind applause. It was developed by a broad community and how useful it is planned to make special efforts.

Figure 1.1 The teacher should be
According to the Famous educationist M.B.Booch," the true teachers thinks about his work for 24hrs.If the teacher is unaware of his subjects and policies,then such a teacher will be lethal for child development.this makes cranky teaching process."

When discussing the concept of professionalism, Professionalism is a business to handle situations.when education sector is Upside down and it is a question to be organized. The main function of the main reasons for teachers svarupaceca business, but as they are in the teacher education method is incompatible with the system vyavasayikatesi. Vyavasayikatesi is incompatible with the perfect teacher. The teachers are not teaching the teachers are perfect bajavata role as a business major responsibility is to try to keep long period of time is essential to be effective and efficient. END_PARAGRAPHS due to differences yababatita. When the teacher's professional development, which yerila reference.

Teacher training and teacher of modern business and the Role of the system is the ability to develop more! This is done while the teacher's personal attention is required."Granthata the role of the teacher is writing about." To be a teacher is to be a member of a special profession. The future make up of a new generation of a country's.

Around 1970 plendarsa analysis of teaching TECHNIQUE objective was to observe the movement. Class action is available, the teacher and the learning of vidayathryam on the results of this research to find the cause of this. The "process - outcome '(Process-product) is amended. Sulmana Lee (1986) Handbook of Research
of Teaching this picture of this book is the third version keeps trying. The picture in the context of sulmana say that, so far, the adhyapanavarila this all research programs in one of the programs lose is (A missing programme) and the visayajnanaca, contrary siksakakade the assessment and akalanaca teaching the effects this on Research sufficient light can not be. The quality of teacher in the subject related to the ability to "find a middle level, but the precise nature of what it is that you do visayajnana, it is not clear adayapahi. It is the only basic skills, broad format tathyace deep knowledge of the assessment, decide what you need. The sulmanane asayajnanace are four types:

1 - visayajnana (Content Knowledge)
2-General knowledge adhyapanasastriya (Pedagogical Knowledge)
3- adhyapanasastriya asayajnana (Pedagogical Context Knowledge)
4 - Knowledge curriculum (Curricular Knowledge)

Sulmanane or 'missing' in the context of the research program of the new attention to the problem are present. This problem is as follows - 

- **that is required to visayajnana teacher, curriculum knowledge**, knowledge of the structure and adhyapanavisayaka what?

How should visayajnana □ siksakakade? Teaches at different levels on which the component must be?

- □ school degree or post graduate level courses and teacher hayanca

What is the relationship between level of knowledge acquired?
As a practical matter, when the teacher and the teacher \( \Box \) vidayathra\(i\) visajnyanaca think that at which the variation is vicaraprakriyeta?

\( \Box \) **teacher's knowledge of teaching quality is known to affect the visajnyanaca?**

\( \Box \) **the vidayaskhe (Discipline) sanracevisayaka (Structure) of the teacher's teaching on that topic would akalanaca?**

\( \Box \) **a component of the level of knowledge siksakakade to teach and how to be able to?**
Some of the disadvantages of the teacher is not always appropriate visajnana

\( \Box \) familiar and unfamiliar visajnana thought of what the teacher teaches happen?

The teacher should assess the effect of knowledge conversion \( \Box \) vidayathryanna pratirupakara (Representation) How does?
What is the difference between the learner and the teacher of teachers vicaraprakriyeta \( \Box \) **diligence is**

\( \Box \) **vidayathryance diagnosis in the context of a particular topic, adhyapanakrtinci selection and planning, selection pathayamudayanci, teachers, etc. How to make a decision?**

\( \Box \) **teacher teaching a particular topic** of explanation, examples, illustrations, etc. pratirupakanci the selection of the machine, which is the source?
students - adhyapakam asayajnana of the training, expertise vidayasakha, padabandhatmaka how changes are made in a variety of knowledge? And how to measure them?

This is a problem mainly related to the presence of four dimensions of the -
1 - The teacher’s thought,
2 - teaching skills and application of science in the context of selection,
3 – teacher’s knowledge about the subject,
4 - the context of the idea of student regarding the subject.

The role of the teacher as follows
1 - Professional technical science the help of your teacher's teaching more effective tools and techniques to be used should be.
2 - Professional Development sadhanyasathica tantravijnana each individual is vidayathryanca.
3 - Professional technical science helps appropriately and effectively.
4 - Professional technical science is used through the help of multitasking.

Future role of teachers (Teacher's role in future)
He vidayathryanca at how the teacher's speed is high. Hotaheta the fast changing world, the revolution being said, the changing part of the world in order to be at the teacher's increment should be. The teacher at the thayi not know. The siksakannaca before the automatic vidayathrai should be.
"Continuous learning process should be the role of the teacher as vidayathrai."

"The future teachers' teacher 'to have' the 'Mentor' is.'

If they have to have more than vidayathryanca sahadhyayi. If the partner is sitting on uccasana any lessons denyaavaji vidayathryanca.

21 century teacher's face to help the teacher never horila vidayathryanna tantravijnanacici help so far is sufficient.

The study - the development of the community as well as society changes adhyapanatuna teacher vidayathryanta than the traditional role of the new role will svikaravya.

Radio, TV. Said., As well as ways of motivating motivational vidayathryanna Studies, the role of the teacher's best sandesaka need.

In short, the emerging role of the community is very important teacher formation activities.

The Commission recommended that professional development for teachers Chattopadhyay They are as follows -

1 - 'professional development for teachers should be provided for Course.
2 - University examinations outside the examination basan to give teachers the opportunity.
3 - eligibility teachers salary increase should be.
4 - Research scholarships milavyata teachers.
5 - Commercial leave to find salaried teachers to participate in the program.

The National Commission for 1983-85 vikasasucana business as they are: -
1 - Increase knowledge.
2 - savammita to knowledge.
3 - Maintaining social awareness and freedoms.
4 - pay careful attention to the social constitution.
5 - Approach to show resolve the problem.
6 - collecting, sanghavrttine attitude to work to.

A) the ability of teachers
Outstanding faculty teaching short of point, abilities, skills are not used. Or the ability to develop prasiksanatuna. The capacity of teacher must be the best in.

- 1 – overall knowledge about the subject
- clarity inb speech
- academic ability
- Professional vyavaharaksamata
- Professional upakramaksamata
- mulyamapanaksamata
- vyavasthapanaksamata
- parent contact potential
• - samajasamparka capacity

1) Reference potential: education teachers to have a variety of tasks. To get a reference to the excellence of the work or the work himself and others should inspire. Is a reference to the ability of the reference potential yerila.

2) the ability to percept: the teacher training in practical work asayaspastata field theoretical section, the depth is made. The navavicarapravaha, and Technical klrptya more about the concept of intentionality, the ability to have a Yes.

3) the ability asayajnana: vidayathryam wants to infect the effect meaningful text. This means uddistannusara education, experience pathayansanusara study and in-depth knowledge of the asayajnana capacity is a clear need to travel.

4) Professional vyavaharaksamata: karyanitica using a variety of teaching ability to student antarakriya - in which a variety of methods and techniques used, it is educational vyavaharaksamata.

5) Professional upakramaksamata: While a number of initiatives and diverse experience in the process of learning is considered. Abhyasapuraka, abhyasetara planned activities and the ability to take action is upakramaksamata.

Teacher's Business Solutions:
There are a variety of business community of people, have a look vyavasayatuna best caritartha arthaprapti is required. Essential to provide for future needs, and each business is struggling. If a
person tries to get your business has created. Interest and commitment to be a professional business solutions and receive. Business voluntarily to satisfy the business is required to make this selection.

Mastership business different from other businesses is important because the relationship is put bolatya jivansi the vidayathryanssi. Other professionals are on economic praptikade. Social progress, progress in other people's business interest is more. The overall progress of the society, the society vidayathryam teachers need to consider.

Business teacher primary teacher normally a maximum of 37-38 years works. Long period of education or professional development for the sevantargata need.

1.2 Research needs (Need of the Study) -

training needs -

1 - Pre-service training at the end of the learning process, as the case may be changing in a significant change can be. Teachers need training in order to be sevantargata information about them.
2 - Teaching your business behavior to maintain the motivation techniques which support is required. Knowledge of the need for training sevantargata.
3 - Education in the flow of ideas creates navanakhe. Navanavya teaching methods are being searched. Their information needs of teachers. The training should sevanrgata.
4 - abhyasakramatila change, the increase in tantravijnanata, the school changed racanetila, etc. samajaracana and vyaktibhinnata. Results vidayathrai factors, the teachers and the overall teaching - learning process, however, are on. Or changes to the face at the end of each training sevampurna their teachers need training sevantargata years.

5 - your knowledge of the subject in the remaining period of service to bring about growth. Retain their quality for the benefit of certain vidayathryana sevantargata training is required to get it done.

Sevantargata teacher education objectives: -
1 - service teachers to professional qualifications growth.
2 - svayamadhyana, svavicara sarjanasilatela and promotion.
3 - modern innovative ideas flow system, the equipment to accept help.
4 - taught in the economy adhyapanavisaya learn.
5 - parisadetarphe from the State Educational Research and Training Professional Development ghadavine or karyakramatatuna.
6 - The new technology of audio-visual education institution akhalelya program the teachers to get to-date information.
7 - The universities of teacher professional development program of free education expansion akhalele Department.
8 - television, radio, newspapers, Internet, Professional Magazines, Educational Research granthavacana The selfeducation to be.
9 - new research and technologies introduced to modern.
10 - through innovative teaching and effective to quickly learn how to use them and where to.
11 - Teachers in co-operation, liking, abhivrtti to develop.
12 - abhyasakramatila dissemination and evaluation of the system means that information and skills necessary to badalanurupa.
13 - Try to fix any errors serviced in education.

Sevantargata teacher - education system

Sevantargata teacher - education system

Abhyasavarga krtisatre Council Seminars Seminars rally course Post

Short short long-term
Certificate Course speech session
Diploma Course Session Monitoring
Summer session lecture session
Sendavica Courses

(A) sevantargata different levels of education system

Secondary

In order to participate in the program, such as a variety of professional training as well as research work is required, Writing and Publishing Your vistaraseva by participating in professional development and social initiatives, there is a need
to seize the opportunity. Various community organizations lokasahinistha business location is important. The organization of the administration of justice and the right to development and continuous professional growth while malakanvirughda member of your voice while uthavita appear.

Justice and teacher associations, teachers hakkansobata business development is expected for it again the next.

Teachers and teachers who have passed visayajnanababata queries Stay up to date knowledge of the subject. Trying to live for.

Teachers Grow diligence of the experts for lectures organized anubhavavisva to be rich.
Teachers and discuss new and changing pathayapadhdatababata tajnambadataba antarakriya bring.

Professional sahalince, ksetrabhetince be held.

The Academic Council talukastara, jilhastara the state level, to represent the national and international level. To participate, register with is exchanging.

Professional literature from a variety of schools to exchange.

Running educational periodicals.
Display educational materials put into the mind. Professional production workshops literature put into the mind.

The subject of the arakhadayam vahaya adhyapanapustika and create.

Based on the research topic concerns the guidance and financial support to the teachers.

Evaluation tools for content creation and each question on the subject iyattetila pedhaya to create.

The visayankarita sevantargata engineer training scheme.

Krtisatre, seminars, organized to address vargance.

Sangralaya ubharanyakarita various products to help schools.

Various classes of the course, the reader bring about discussion. Government to send information as required sanghatanemarphata

Teacher's professional development issues to loosen up.

Article pedagogical, creative adhyapanatalya new system by editing the magazine for publication prayogasilatece to publish.

To provide a platform for teachers to kalagunam.
Radio, comp, is a television. Vidayathrai bahusrurata said. The best way to run the teacher training needs.

Training institutions of the recommendations -
It is a resident or training institution (Residential) should be of the format.
Shall not be charged for the training students.
However, for teachers in all varganci polish (Refresher Courses) system is.
Business people to attract good teachers or substantial increase in wages should be.

Information and recommendations
Educational and vidayathryam pathayakramanci purnaracana to evaluate the work should be filled saravam more.
Schools should be able to use the training demonstrations.
School-to-day working practices relevant to the trainers by a good teacher should try to create.
Teaching experience in a large number of schools who siksakavarga mahavidayalayam training should be appointed.
Siksanasastram of the theoretical course and should be flexibility in the pathayakrama local conditions should be acceptable form.
When prompted for a few years teaching experience vidayathryanna graduate education.
Teacher and adhivyakhyatance original work is planned on the all-India level.
3. Dr. Mudaliyar - Dr. Mudaliyar chaired by the Commission of Secondary Education -

Secondary education to heighten -
Teacher - the personal qualities, academic qualifications, professional qualifications, training, school, community education teachers receive professional status and eligibility should be made the responsibility of the training institutions followed.

4. Dr. Kothari Commission -
Quality training institutions - appears to be the exception is. Class teachers are not attracted. Curriculum and program Consciousness / Realism is not. Sacyace specific teaching practices - is inelastic. In view of the lack of recommendations to improve -
Teacher training to dispassion away.
Improve the quality of the training program.
Coaching the upgrade utilities.
To provide continuous training of teachers and all vyavasayatila.
Central and state governments to improve the quality of training.
Teacher training - updates and changes -
Kothari Commission suggested changes to improve teacher training -
Training institutions should adjust your course.
Improved methods for teaching and evaluation.
In addition to teaching practices should be antaravasiyata Education.
When to develop unique courses and programs.
Training needs at all levels.
Constitute sapatra secondary education shall include the class teacher.
Graduate courses for teachers in special primary school.
The fees to be canceled. Provision should be vidayavetana and debt.
Vidayalayata hostel and laboratory training.
Prabodhanapara need professional courses.
Prasiksanam for teachers - the first and the second category should be selected based graduate.
Library, workshops, laboratories and facilities sudharavya.
Siksanasanthesi be identical to your teacher.

Teachers at the national level - the responsibility of the education status of UGC tikavanyaci It is the.

N.C.E.R.T. To consult with. Nemavi a Standing Committee for Education.

.. Yavajjivamadhite teacher: .. In other words, the same real life sikato continuous education teacher. Lifelong learning is not
just the teacher only teach. Quality children around the world, as a global quality towards education, a number of statewide programs, to quality are the primary siksanavaraca uccasiksanaca ropala will be found. Children to school should be, and keep it as a special study have to do it. The efforts of the teachers baryacavela fashion, popular study method of teaching is pagada. The continuous and rapid change is. Business brings speed variability. 'The junam Nov sonam and how should! Uktipramane new teachers or aparamparika system should start to share dhundalan.

The primary school teacher in New Zealand Tribes of human creative use siilvhaya hendarasana says that, as a teacher, you can control a class. Not much is simple and easy to use teacher education binakharcace automatically and how to make the change to? The question is appropriate. They would mukhyadhyapakanna, the school will absolutely not be removed? You are going to be very happy with you the badalamule. You can increase the quality. When you get home, school hours and got to enjoy the quality is not saletaca. It is also consistent with its benefits, there are padopadi your personal life. The pleasure you anakhinaca your teaching process and optionally vidayathryannahi Studies is happy to enjoy some benefit!

Teaching the art and science is good co-ordination. Teaching pre-service training is very ghari gadabadita urakale as many experts and jujabi said. The quality of the training is. The people of special needs attend.
Teacher to Teacher Education Diploma debut in the business of the future will have access to a teacher or professional courses. This form is pre-service training. However, this is not the appropriate training and permanent. Knowledge explosion in the course of 10 years and pathayapustakam to understand the change in the primary teachers in service training and continuous professional development to sevantargata this is apariharyaca.

Ravindranath tagore said,
"A Teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame."
"I jalati a grandchild
Millions of lights .. ujalila enumeration"

Professional development for teachers is ghotaka Rabindranath tagorance words above.

The teacher said it should read. The exchange must be thinking while in service. Dr.. Radhakrishnan Commission sevantargata the importance of education to the next words said.

In the case of repeated experiences of experiences that teachers can stay. Experiments provided the perfect pair is not the actual experience. The teacher and the school should have received an opportunity to study adhayavata from time to time to keep them.
Teaching, he does not try ghetilaca sakaratmakatene change in sareca teacher.

Behavior was the true validity of the new and old knowledge should be the test of continuous parakhuna dhetale. 'Ghesila to the two-day training sevantargata situation is. Primary and svayanvikasa own professional development and quality education status Contact vadhalyasivaya will not be given.

Today, life is dynamic. Each of the community, primary teacher competitive age, education is expected. It is growing day by day. The teacher is also a live hadamasanca. He is a compassionate face many problems. Bajucahi idea of the teacher is very important. The problem is not durlaksuna affordable. The problem is not the result of certain occasions from the quality and effectiveness of this learning process can be compromised.

Face a number of problems must be unaware of the teachers are black adhyapanaseva. Their own personal physical, mental, economic, kauntubika, social problems are the face vidayathrai number of additional vidayathrai number, school material, tools, teacher - Senior Connections, co-worker relationships, flexibility, new uses flow against every where against the teaching try-and- Teachers are also sareca change sakaratmakatene ghetilaca. This is the case of the changing needs of today's SARS gostincahi idea.
Heramb kulakanrai written 'school education, but not the overall book and educationist siksamadesala mandalinna antarbahaya anta: Home will. Waste and making the school board siksamadesaltera kamacalavu tapasanituna the subject line. This problem is infinite bhagatalya remote schools asalyatari siksamancyahi, many problems are. However, their effective teaching vidayathryam teachers anguished heart and hands it to the samajanec If there's time to sit down and siksanatajinnani. Teachers need to nakartepanaci side cikitsapane hatalavi.

The quality of teacher quality and teacher yasasvita system depends. It does not say anywhere in the teacher's school, or mahavidyalaya vidyapithe, the behavior of the citizens of this behavior is known to be a reflection of their teachings.

If the teacher as a reflection of the society umatanara teachers show you how professional we are and how should it be jhalakanara should be considered.

The human experience is not sensible to work as a teacher to 'sanity' hetupuraskarapane be increased.

Vyavasayaprati devotion to your faith, chastity, sacrifice, and all the teachers exercising this profession are nutritious. The Reading, sufficient for vision research physician. It is important to view or experienced teacher and a navakhya. Vikasasathi for business process to decide, values, sense the mood change policy, nakarathrai the personal and professional value to avoid the conflict, lack of confidence to award hokarathra factors.
Need to understand the problem, identify, diagnose, antarakriya create, analyze the situation, or to change the gostidvare can keep doing that till ghadavala. It automatically attempts may be made to change from a permanent and that may create a business. The business is growing.

1) business partner (teachers) are sabalikarana.
2) schools, teachers, knowledge / needs of the faculty are full.
3) The active participation of business.
4) sidhdantanna pratyaksikanci attachment element used.
5) different approach, methods, skills and assimilation of genres.

Business development processes instructive, challenging and is navopakramasila. This is the team spirit. It is a progressive and continuous, well-planned. The facility is to get pratyabharana. (Summative Formative) is the evaluation. Expected participation in their research and experiences are valid. Networking is the most important business and pleasure and solutions are obtained. In this process, a variety of internal and external inputs are required and the process of providing a high quality business as it is received.

This is the unfailing flow of business development. The (Never Ending Journey)

1.3 The importance of research (Important of the Study) -
The government plans to implement primary education sarvatrikikarana

1. Free education to girls up to class 12th - The First Class subsidized by the HSC, vinaanudanita sikanarya all girls in school fees has been waived. It is said that this limit padaviparyanta vadhavavi.

2. Foster Parents Plan savitribari flowers - the girls who adacanimmule deprived of education or education should avail savalatinca their parents or adoptive child to be able to. Siksanapremi community, charitable funds Nationalised Bank Deposit as a convergent spontaneous person shall be done. The term thevituna vyajatuna the Class V up to 8 vidyarthinisa per month. 30 / - help is given. Retired Director of Education said. Said. The scheme is implemented faithfully to cipalunakara.

3. Girls for Education Special Projects - Present allowance - weak element girls to school to take encouragement strong commitment towards their education continuum, keep in order to Tribal measures in Class 1st to 4th in poverty resekhalila all vidyarthinina and ksetrabaherila all OBC vidyarthininna the mahinyata at least 75 per cent attendance if each day for Rs. 1 The presence of such allowance is given.

4. Vidayathryanna primary school nutrition - all government, semi government, private subsidized schools, etc.. 1 to 5 in all
sikanarya vidayathryanna whose school attendance and less than 80 percent of the benefit of this scheme to take yerila. 3 kg of rice per month is given to the implementation vidayathryanna. Similarly, under the hash schemes - Primary salatila (balavaditila) is for vidayathryam.

5. Free bus travel scheme ahilyabari Holkar girls - girls education in rural areas should be deprived of the e. 5 V to 10 V up to the girls to go to school ST Has developed a plan to free the pravasanci. The village is the village girls secondary school facility for secondary education schools can take advantage of this scheme is the presence of 75%. The advantage of this scheme is in remote rural girls.

6. Vidayathryanna vidayavetana tribal - tribal region, etc.. 5 V to 7 V to 50 children per month vidayathryanna Class 8 and Class 10 of the V-60 girls and kids to Rs 50 crore. 10 is vidayavetana mahineparyanta. It is a condition of their attendance should be 75 per cent.

7. District Primary Education Project (disiripi) - the districts of the state of women - than the national average literacy rate of 39 percent is less than. The districts of the world is running the project with the help of mbacke and kendrasasana. The age group of 6 to 14 per cent of the presence of 100 to keep up, or give them quality education to increase the capacity for this project has been sampadanuka level.
8. Tribal bolibhasa Project - Primary level of education of children in their mother tongue if development is thus a good year as Hindi, Urdu, Gujarati, Sindhi, or through education is given.

Teaching of Aboriginal children from their bolibhasetuna Marathi bhavekade Drive for Educational Research and Training Maharashtra State Council of Aboriginal language projects have bid.

9. Rich in Primary Education (PEEP) - samajatalya deprived of education that the children's education to be in force for UNICEF in collaboration with the Government of Maharashtra has undertaken activities. Chandrapur and Yavatmal or jilhayampurati the plan said. Balamajuram to work at a school where the children are priority facilities. Informal education system is given.

10. Our school (Project Hope) - 26 Maharashtra Maharashtras horila complete this project 5 years. The first round of the taluka, Nashik and Thane or 11 jilhayantila said.

Women - literacy rate that is less, than that of the tribal population, the project has been in the. This Village School in the village people 'our school' would be such a dialogue. Gramasikamana Committee Member, Kindergarten tari, paricarika, gramasevika, yuvakamandale the village, the women's circles, non-profit, non-governmental organizations and the help of a parents overall education said.
11. Gramasiksana Committee - primary education sarvatrikikarana of community participation in the program is required. Village level interaction with the community, school and community development, education helps to develop an interest horila horila Anticipating gramasiksana or committees have been established.

Upakramansivaya the central section of the primary schools the responsibility of schools to improve academic status is entrusted with it them. The total 4860 production has been central primary schools. The principal chief of the graduate schools or training center has been appointed.

And writing - Reading prakalpasarakhya The scheme has been implemented in reality. Siksanavarila costs while growing the practice was appointed teacher contract. Primary school teachers from the private majurampeksahi Reports of black and white. It is a numerical increase while the qualitative deterioration. He said that the primary education status dhasalata different pahanim of ahavalatuna is clear. Teacher education system and is responsible for the quality of the dogs.

Educational Diploma Course for teachers in primary reconstruction of the national educational policy as defined in 1986, they passed the 12th Class jhalelyam been made for the new course. Prior to the mid-1982 s SSC The course had to be implemented in 1990 by the state uttirnam. The Changing Education akrtibandha but at the level of higher education were
incorporated iyatteca 8. Class 1 to 5 and 6 to 8 junior primary level, primary level, the senior class is now akrtibandhace format. The S.S.C. Instead of H.S.C. The new teacher training courses to pass the honaryam created. Dharunaca has been made to the purposes of the teacher training course. The author presents the course of which the Committee Chairman will have the capacity of teacher practice and created a new course. Abhyasakramacihi or restructuring has been the year from 3005. It is often required to be a matter of restructuring Course. Computer and information technology has been included in the curriculum. Primary school English teacher who taught parinamakakaraka of information technology to create a computer for the purpose of this item are aware that. Government on matters pertaining to the administrative costs are. The training of the teacher and the New vinaanudana tattvavarila vidayalaye was required to teach the coach not to be available to all teachers in training status fell. Primary teachers in primary education status depends on the gunavattevaracaca. The current system of government attempts at sexual or not relevant enough avhanaca is a quality primary education. Siksanasathici the primary business, reduce costs and provide high siksanavarila vadhavavi think.

This year, 2020, a century and a century modern science ekavisave The mahasatta to view all of this as the most important in the process several times and increasing the responsibility of primary education. Quality education, quality should be, full of vidyathrai based on the lure and lure the child
should be deprived of education should non-government, school, and teacher to many of the United varsapasuna said.

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"Child is the constructor of his own knowledge"

Children: The Self-knowledge: knowledge of whether the creators to experience all that is intended to simplify the process, the teacher bearing bliss Studies.

Sane Guruji says,"vidyathryanna that teaches children bhijayala rain, cold and sun kudakudayala tapayala teach, the true teacher. They should be around children is identical vidyathryanna kartavyapurti the course is completed. I did not understand the concept seek vidyathryanna marganeca rationalizing the inconsistency remains FOLLOW life. An incredible fun and friendship to the soil, so that the teacher education on the actual spindle shoulder.

Primary teachers handle the child is 6 to 10 vayogataci this. Perform a study on the teaching process Balam their orakhadahi not be pleasant, and their hands are not. Primary school teacher when the teacher entered the business when HSC dieda I have been a arhateci viaticum. Their age jematema 20/21 is varsamitake. The pre-service training and experience of the equation sevantargata possible way has to be the Next jamavata.
Primary education and the quality of the various schemes that can be helpful to discuss the global Needless see everywhere. Add to this discussion is the concept. Teachers and development, technology use, sahityanirmiti, school administration, teachers and the organization of the evaluation is the most important place. In developed countries the academic quality of the latest Total Quality Management and the likhanatila important research topic is meaningful.

Science and technology developments are fast changing and Transition. Today, all-inclusive Worldwide has accepted the concept of schools. All children with disabilities and also free and compulsory primary education teachers has accepted responsibility. The siksanakaduna, and expect the teacher to solicit community is growing walking. Today, the world is increasing rapidly and unthinkable knowledge and information through a variety of knowledge stock is.

Hayace teachers Bhan, awareness, attention was not on the thodayaca 'invalid' came to be as a seal. New research knowledge and skills up to date to use this information without receiving appropriate and necessary mahajalatuna selection of the appropriate information and will not be able to use. Siaksakampudhe the challenge. Self-business development and how to look for!

The number of teachers and their visamateca, it looks as if the idea of diversity, the development of katarrtvasaktica is tremendous. The latent score, and more active katarrtvala
potential scope is very suitable for. All other components of human resources is the only teacher to be an important source of vidyathryansi to increase the quality of the educational antarakriyetuna can be effective. More focus needs to be on all the siksakaghatakam.

According to the survey, in 2009, was a teacher professional development to spend a short period of days or Even. The problem is that while many factors affect teaching teacher's challenge.

Modified primary schools, 18 years teaching work. Adhyapanakalata their professional development while whom were many difficulties, the problem janavalya. The problem is, you notice a problem with sansodhikela, challenges shared with other teachers of the same form as the other problems in the form of lost? Searching tyadrstine decided to look out the following.

Professional development for primary school sevantargata salekaduna being related to the working groups under the Principal, other senior party, senior teacher or assistant teacher professional development, education and the role of sevantargata.

Sevantargata primary school teachers professional development organization in the role of teacher education.

As a rule, primary school teachers should be teaching and professional development sevantargata admin role.

Primary school teacher vikasababataci role of business.
Development of teachers acquiring sevantargata scheme.
Sevantargata primary school teachers professional development in education know that the issue.
Primary school teacher professional development sevantargata that problem, a problem sodavinyakarita attempts at reflection.

Act of 2009

Independence pasrvabhumi
Pre
The independence
The primary education sector sarvatrikikarana the National staravaruna
So far the Central and the State Government to
The importance kayadayace
Article 21 of the Constitution - a considered, or that can be quickly kayadayace importance.

At least primary education to every child in the age group of 6 to 14 countries and the right to receive. Teachers, schools, local authorities, government, educational administration, infant parent / guardian, if any yampaiki society can not be deprived of the right.

Child Rights
Prakriyesivaya filter access (Article 13)
Free access and education (section 3)
Access to age and education [Section 4, Rule 3 (2)]
Access kevhavi year [Section 15, Rule 10 (1 and 2)]
Proof of age nasalyasahi access (Article 14)
Transfer Certificate (Section 5)
Continuity in education (Article 16)
Education Completion Certificate (Article 30)
Rights protection [Section 31 and Rule 24, 32 (1)]
Balasnehi Education (Article 17, 29)
Examination of the Board is forced (Article 30)
Punished restrictions (Article 17)
Teachers duties (Article 24)
Or to the office, school or other work (Article 25 and 27)
Take private tuition (Article 28)
School of Management samititila participation (Article 21)
Low teachers qualifications (Article 23)
Siksakankarita complaint resolution mechanism (Article 24, Rule 10)
Free education to children [Section 3 (1) (2) and 13 (2)]
School access period (Section 15, Rule 10)
Children vayanurupa access (Section 4, Rule 3)
Admission procedure [Article 13 (1), (2) and 14 (2) Rule - 9]
Transfer Certificate [Section 5 (1) (2) (3)]
Disadvantaged and vulnerable group of children ghatakantila Education (Article 12, Rule 7)
Balasnehi production environment (Article 29)
A consistent global assessment (Article 16, 29, 30)
School Management Committee (Article 21, 22)
School Standards and comply with the criteria (Article 18, Rule 11)
School Management Committee and the work (Article 21 (1), Rule 13, sani 17-6-2010)
School Management Committee Duties and responsibilities
School Development Plan (Section 14, Rule 22)
School setting (Section 4, 6, Rule 3.4)
And other economic role jababaryambabata [(Article 7 (1), (6))]
Government and Local Authority duties appropriate (section 8 and 9)
Salapurva education provision (Article 11)
School, the standards and criteria (Article 19)
Terms of Service Terms of teacher qualification and appointment of [(Article 23 (1,2,3)]
Garhani teachers to remove [(Article 24-1 (3)]
Courses and evaluation process [(Article 29)
Examination Board (Article 30)
Vidayathrai - teacher ratio (Section 25,26,27)
Balahakkance protection (Article 31)
State Advisory Council established (Article 34)

'Free' and 'persistent' two sabdaprayogampaiki this 'free', the word is applicable to all children. Horiyanya the age of 14 years shall enjoy the free primary education. The stream of free education to the age of 14 years to send the horiparyanta, education, school, teacher, teacher made available forces, parents, school, society, government, local authorities, educational administration, etc., is all.

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1.4 Statement of the Problem: THE STUDY OF INSERVICE PROFESSIONAL DEVELOPMENT AND TEACHING BEHAVIORAL CO-RELATION IN MAHARASHTRA

1.5 reasons behind the problem statement: -

Primary school teacher teaching that the most sensitive and the most of a small vayam vidayathryanna jnanadanace work. This all-round development of child is struggling in terms of the whole teaching. This is considered the most important in terms of improving the quality of teacher education. It is necessary to increase the capacity of their teachers. Subject knowledge, teaching skills, and computer technology to be able to use the Background abhiperarana need to be. A business (Professional) or in terms of their intellectual and emotional development is key to bring about the same school quality enhancement.
If you consider the number of teachers and tyacyatila visamateca variety of looks, the development of kartrtvasaktica tremendous need. The saptagunanna, katarrtvala potential scope is very active and more suitable for. All other components of human resources is the only teacher to be an important source of vidayathryansi effective in increasing the quality of the educational antarakriyetuna of this element can be more focused on the need to.

The Commission has a number of academic independence satakaparyanta 21st time today. Many of the recommendations made gunavattekarita Professional. Many government programs are implemented. But the teacher to automatically accept the responsibility and the need to create real change in the way and not trying to be difficult until the development of teachers. What are your balasthane error and / univa which determines the direction and scope of the development of the authentic flair jhalyasivaya said. The second step is necessary to meet the requirements of the appropriate tools and resources to select. Reading, co-worker communication, guidance experts, relevant information can be obtained through the Internet or all. Based on the information or own development plan and the plan for moving to the side of the teacher professional development in terms of the resolution to this is very important.

Today in the teacher's professional development activities that support the purpose of university and teacher education institutions are mainly employed. To take advantage of this program must Facility - Travel and accommodation expenses,
leave school, educational materials are made available. In other words, get the most out of the work in terms of professional development for all is enticing. Despite all the programs and schemes of the teacher as a professional in a properly avail, abhiperaranene new knowledge and skills of quick editing and bandhilaki Edited your work or are in the correct use for students, about everywhere are more confident than sankaca. In such cases it is important to find the cause and selfexamination aware of the teacher. Teachers take advantage of the opportunity in the case of blues, and the lack of the necessary introductory program with the individual's perception is that the strengthening of the teaching method vyavasayikateca a complete lack of imagination phayadayaci paisapuratica limited to individual teachers to be disappointing tharayalaca not surprising. Niyojilelya univa programs, disability, grhitake wrong, and their selection of experts and does not affect the ability of the many reasons that the desired results are not a teacher at your school to get his or her transcendent is not nothing left for. principal of the school, the discussion is not about having no curiosity to know sahakaryankaduna or events.

1.6 Explain the functional research (Operational Definition of Important Terms): -
Inservice Education Training - good teachers to form solid business value to them as they are used in various aspects of their personalities and life experiences of each program to be held at the teacher training is sevantargata.
Primary school – education from first to eighth.
School teacher who is teaching life motivating guide.

Primary education Elementary education is said that the English sense. Basic education or basic skills and acquiring the skills to get a pair of vhavita as a specific cakerituna. Primary Education is the basic need for everyone to have a say yerila.
Professional Development - Knowledge for innovative job-training class.

Inservice training - in service (in the job) that the person Yes (sikavita that person is a teacher. Teachers learn it.

Problem - Education sevantargata whom the business development of the idea that the problem is a problem.

Practice - to seek teaching element is required to be prepared and practice.

Teaching - curriculum planning, instruction and assessment activities and the teaching process will be tappyatuna or four books.

Sample selection - research is the importance of sample selection. The selection of a small group or a representative suite in conjunction janasankhyetila janasankhyeca is nyadarsa.
1.7 Hypothesis of the Study

Hypothesis of study presented in accordance with the following research topic has fixed the grhitake.

Primary school teachers for the development of the business in general sevantargata that are trying to salekaduna. Government for the development of primary teachers sevantargata general business activities, plans are implemented. Typically, primary school teachers are working in different organizations sevantargata development as a teacher. Typically, the primary teacher's professional development sevantargata are a variety of problems. Generally sevantargata primary teacher professional development failures special sodavinyakarita try.

1.8 The research objectives (Objective of the Study):

By the side of the building was sansodhikesamora questions such as the following questions are written in the form of goals

Sevantargata primary school teachers in professional and academic qualifications growth abhyasane failures. Primary Teachers sevantargata through a variety of programs and business plan for the development of a Government abhyasane. Typically, the organization of work for the development of all primary school teachers sevantargata abhyasane. Typically, the primary professional development that abhyasane a variety of problems.
Primary school teachers professional development failures sevantargata sodavinyakarita abhyasane stuff to try.

1.9 Scope and Limitations (Scope & Limitation of the Study): -

However, the limited scope of the surface to be real salampramaneca this siksakampramaneca business development and trying to get that all teachers in the state, and also the results also apply to be as equality.

1.9.1 Limitations of research: -

Research title, objectives and scope of the research as to take into consideration the following limits fixed in sansodhikene aheta.

Geographical limits: -

Sansodhikene geographical limit fixed when the suburbs of Thane district, Kalyan Total 25 selected schools.

Limitations of the subject: -

Subjects of the limit fixed that problem when modified primary teacher education and professional development of the teacher sevantargata nivaranartha problem is limited to scheduled upayamevadheca.
Limitation of sampling:- The educational society selected 25 schools and 300 teachers from amongst those school in suburban area kayan.

Limitations of Research Methods: -

Research related to the problem presented itself as the current practice sansodhikene presented for the subject is limited to a descriptive survey padhdatipuratica.

Limitations of the Research tool: -

This questionnaire has been set up sansodhanasadhana sansodhikene Research presented.

Research nyadarsa 1.10 (Sampling): -

Presented research sansodhikene nyadarsaci selection of the random selection system facilitate the random selection method selected and well-being in the suburbs, 13 private aided schools and the service that 95 teachers, recognized vinaanudanita 06 schools and in service with 95 teachers, welfare city 06 schools and the service that 110 of the total 300 teachers have been selected as nyadarsa.

1.11 Research Methods (Research Methodology): -

The research topic presented in accordance with the modified system information obtained as follows: -
Three methods are used for research: -
Historical Methods
Descriptive methods
Experimental Methods

This is related to the subject of the current or the subject of study by descriptive survey research system or the research system is used.

1.11.1
Keypoints in research:-

This parameter is a parameter that influences the research work is going on.

The following are the types of research to present.
1) personal key points - teacher, problem, solution
2) to shelter - Business Development, the questionnaire

1.12 Procedure research (Methodology)

Research methods: -

The problem is that education and research development vyavayasyayika sevantargata teachers" above" the study measures related to the problem vartamanakalasi descriptive survey method using a modification of the method of use is decided.
Sample selection: -

25 primary schools (random selection method)

1.13 Research tools (Tools of the Study)

The following information collection instrument used in the research sansodhikene.

1) The teacher questionnaires, interviews experts
Case 2

Overview of the material
(Review of Reliated Literature)