CHAPTER – I
INTRODUCTION

Everyone concerned with the educational system’s performance agrees that the improvement of teaching qualities is a high priority in any educational programmes. Teachers are assigned the role of change agents and are presented with new challenges, e.g. to make education global and permanent, flexible enough to serve in any environment (in or out of the classroom) for life, and reflective of the community. Teachers have to learn to adapt creatively to changes in science and technology and to prepare generations who are universal, critical, and creative and who have firm identities with their socio-cultural background. However, a realistic approach to in-service teacher training programme should consider that teachers are ordinary human beings with their virtues, defects, duties, and rights. The expression `in-service training’ refers to training of teachers who are already in service. It must be given mostly in the teacher’s spare time or in time made free by the school authorities.

For the good teacher, every facet of his knowledge, skills, personality and interests is of potential value. Hence, every experience he/she undergoes during his/her career, however irrelevant it may appear may be described as In-Service training. In-service training include everything that happens to a teacher from the day he takes up his first appointment to the day he retires which contributes, directly or indirectly, to the way in which he/she executes his/her professional duties.
Hence, in–service training is “any activity which a teacher undertakes after he/she has begun to teach, which is concerned with his/her professional work.” For administrative convenience, in-service training is defined as: “a programme of systematized activities promoted or directed by the school system, or approved by the school system, that contributes to the professional or occupational growth and competence of staff members during the time of their service to the school system.” In General, in-service teacher training can be defined as “structured activities designed exclusively or primarily to improve professional performance. Also, the Dictionary of Pedagogy *Prucha, Walterova and Mares* (1995), relates the notion of in-service training mainly to potential forms and targets, defining it as Education of teachers in course of their professional career materialized in a wide range of organizational forms (guidance of new teachers in practice, training, learning material preparation of educational innovations and reforms, preparation for specialized projects, functional study, re-qualification study, specialist courses…etc).

In-service training is defined as a workshop for employed professionals, Para professionals and other practitioners to acquire new knowledge, better methods, etc, for improving their skills towards more effective, efficient and competent rendering of service in various fields and to diverse groups of people. Further, such a workshop is a training designed to benefit a specific group of children at a particular school.
1.1 Need for In-Service Training

Despite of repeated reiteration is on the need to strengthen the active ‘agency’ of the teacher in policy documents and Commission reports over the last 30 years, Teacher Education Programmes continue to train teachers to adjust to the needs of an education system in which of education is seen as the transmission of information and learning reproduced from textbooks. This continues to be reflected in periodic revisions of curricula framework with little emphasis on revitalizing a largely stagnant teacher education sector. There has been much discussion recently on the need for teachers’ development to be continuous from initial training throughout their careers. The need to continue the acquisition of teacher skills and competencies beyond initial training into the induction year and in-service for teachers has been the subject of several Commissions and Committees on education appointed by Government of India from time to time.

In-service training provides teachers with an opportunities to learn specific skills, techniques and new instructional approaches that they can be use in their own teaching.

- Suggests remedies for inadequacies of existing Teacher Training Programmes;
- Provides opportunities for updating the knowledge of developments in science technology and application;
- Helps to acquire improved understanding of generally applicable pedagogical techniques and those reinforcing equitable teaching practices;
- Gives an opportunity to practice in new teaching techniques and to share experiences with other teachers;
- Helps in updating knowledge of teaching techniques; and
- Provides an exposure to effective new techniques and developments in informational educational technology.

1.2 History of In-Service Teacher Education in India

The in-service education of secondary school teachers at the beginning of this century consisted mainly of Refresher courses Lectures, Orientation courses and Conferences. These were generally arranged during the vacation period at a centrally located place or the teacher training institution. Most of these activities were spasmodic responses to the recommendations of the various Commissions that were appointed from time to time to study the problems of the existing educational system.

Resolution on educational policy (1904)

An early reference to the needs of in-service education and the role of the training collages was made in Lord Curzon’s Resolution on Education Policy. Every possible care should be taken to maintain a connections between the training college and the school, so that the student, on leaving the college and entering upon his/her career as a teacher, may not neglect to practice the methods which he/she has been taught, and may not (as sometimes happens) be prevented from doing so and forced to call into line with the more mechanical methods of his/her untrained colleagues. The trained students whom the college has sent out should be occasionally brought together again and the inspecting staff should cooperate with the
training college authorities in seeing that the influence of the college makes itself felt in the schools.

**Resolution on Education Policy (1913)**

The Resolution on Education Policy of 1913 laid down the major principles for the expansion and improvement of primary education and also recommended in-service education for village teachers. The resolution stated: As teachers left to themselves in village are liable to deteriorate, there are great advantages in periodical repetition and improvement courses for primary school teachers during the school vacations. This trend at that time was towards an increase in the quality rather than the quantity of the teachers at the primary level.

**The Hartog Committee Report (1929)**

The Hartog committee of 1929, made further recommendations about the training as well as in-service education of primary teachers. The committee observed: Even under ideal conditions, when the right type of teacher has been selected and well trained, the primary school teacher, particularly the village teacher, is much isolated and most often in need of guidance and encouragement. Journals for teachers in the regional languages, refresher courses, conferences and meetings of teachers’ associations can do much to brighten the lives of teachers and improve their work. No active steps were taken, however, for the improvement of in-service education, as the report of the Committee raised controversial issues.
The report was warmly received in official circles, as it attempted to show that a policy of expansion of education in India had proved ineffective and wasteful and that a policy of consolidation alone was suited to Indian conditions. The non-official view did not accept the opinion of the Committee that quality must have priority over quantity. As a result, the report of the Committee helped little towards the progress of primary education for the next twenty years or so, and some of the valuable suggestions of the committee such as improved salaries for teachers, improvement of curricula, progress in in-service education, and tutorial work in colleges were neglected. It is during this period that teacher training institutions developed rapidly.

**University Education Commission Report (1949)**

The Government of India appointed a University Education Commission in 1948, under the chairmanship of Dr. S Radhakrishnan, to report primarily on university education in India. In order to do this, the commission had to review the position of secondary education as well as it made certain valuable suggestions. Remarking about the utilization of the vacation period for in-service programme, the commission stated: “At present neither students nor the teachers utilize vacation: for most of them vacation is a period of want of occupation”. Stressing the need for in-service education, it recommended that the scheme of refresher courses may become a real success, the authorities of schools and intermediate colleges and the government education departments should make certified attendance at a university refresher course, once in every four or five years, or qualification for promotion. Some such stimulus would be necessary until attendance at
such refresher courses becomes a tradition …. Alternatively, teachers may be given leave of absence for six months after every five years of service and asked to attend advanced courses at their own or any other university and obtain a certificate of attendance and good work from the head of the Department of the University.


During 1952-53, the Secondary Education Commission, under the sponsorship of the Ministry of Education, made a national survey of secondary education, for the purpose of reorganizing and improving the educational system. The study was conducted by visits to the different states and by interviews and questionnaires. As a result of this study, the commission was able to emphasise that the most important factor in the contemplated educational reconstruction is the teacher’s personal qualities, educational qualifications, professional training and the place that occupies in the school as well as in the community. Regarding the in-service education, the committee was of the opinion that; However excellent the programme of teacher it can only engender the knowledge, skills and attitudes which will enable the teacher task with a reasonable degree of confidence and with the minimum amount of experience. The teacher-training institution should accept its responsibility for assisting in this in-service stage of teacher-training.

International Secondary Education Project Team report (1954)

An International Secondary Education Project Team was appointed in 1954 by the Government of India to study the various steps and procedures
needed for implementing the major recommendations of the Secondary Education Commission. One of its points of study was the in-service education departments consider ways and means of helping teachers to obtain in-service training and recognizing the improvement in their professional and academic qualifications by suitable salary increment. The International Team suggested special in-service training courses immediately, “for teachers of technical, vocational and other special subjects, who are already in service but for those who have not been trained, we recommend short intensive courses in the theory and practice of Education”. The Team emphasized the need for the in-service programmes to be arranged in collaboration with department of education, school teacher organizations, and teacher training institutions. Thus, it is evident that from the beginning of the twentieth century, educators have felt the importance of in-service education for improving the quality of classroom instruction as well as the professional growth of the teachers.

**The Education Commission** (1964-66) strongly recommended that: (i) large-scale programmes of in-service education of teachers should be organized by universities and teacher organizations at all levels to enable every teacher to receive at least two or three months of in-service education in every five years of service, (ii) continuing in-service education should be based on research inputs, and (iii) training institution should work on 12 month basis and organize in-service training Programmes, such as refresher courses, seminars, workshops and summer institutes.
National Policy on Education (1968)

The Government of India was convinced that a radical reconstruction of education on the broad lines recommended by the Education Commission is essential for economic and cultural development of the country, for national integration and for realizing the ideal of a socialistic pattern of society. This would involve a transformation of the system to relate it more closely to the life of the people; a continuous effort to expand educational opportunity; a sustained and intensive effort to raise the quality of education at all stages; and emphasis on the development of science and technology; and the cultivation of moral and social values. NPE 1968 stressed the need for an educational system that would produce young men and women of character and ability committed to national service and development. This would help in promoting national progress, creating a sense of common citizenship and culture, and strengthening the national integration. The following principles propounded by NPE 1968.

- **Free and compulsory education:** According to Article 45 of Indian Constitution education should be free and compulsory up to the age of 14. Steps should be taken to ensure that every child is enrolled in the schools should be successfully complete the course.

- **Education of teachers:** This involved attention to enhancements of teachers emoluments, service standard, besides academic freedom to write, study and speak on national and international issues.

- **Language development:** The policy emphasized the development of Indian as well as foreign languages in the country. The three-language formula should be introduced in which a student at the secondary
level should know Hindi, English and the regional language of his state. The language Sanskrit should be included as an optional subject at the secondary level.

- **Education opportunity for all:** Under this policy every child of the country is to be given education irrespective of caste, religion, region or whatever the case may be. Special emphasis should be given to backward classes, minority children, girls and physically challenged children to avail the education facilities.

- **Uniform education structure:** the structure of education should be uniform throughout the country. It should be a 10+2+3 pattern from higher secondary to college level.

- Opportunities for games, sports, work experience should exist in all schools.

**The Report of the National Commission on Teachers** (1983-85) highlighted the absence of clear-cut policies and priorities for in-service education and lack of systematic identification of needs. It recommended planning ahead of time and closer scrutiny of methodologies’ adopted for In-service education of teachers. The report also recommended that strategies used for in-service education must be imaginative, bold and varied. It further stated that “the most effective among them are the services organized through the school complex. The ideal of school complex put forward by the Kothari Commission intends to link primary and secondary schools with a view to pulling resources and including the educational process.” The Commission mooted the idea of teachers’ centers that could function as “…a meeting place for teachers located in a school that has resources that it
would like to share with others. It is a forum where workshops of very practical nature are organized for teachers of various schools who act as resource personnel for centers’ workshops and it arranges book fairs.” What teachers need most “…is a change in the climate of schools, an atmosphere conducive to educational research and enquiry (select) teachers could be given study leave and sent to advanced centers of learning for furthering their professional competence through visiting fellowships.”

National policy on Education (1986)

Teacher education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled. The new programmes of teacher education will emphasize continuing education and the need for teachers to meet the thrusts envisaged in this Policy.

District Institutes of Education and Training (DIETs) will be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions will be phased out. Selected Secondary Teacher Training Colleges will be upgraded to complements the work of State Councils of Educational Research and Training. The National Council of Teacher Education will be provided with the necessary resources and capability to accredit institutions of Teacher – Education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of teacher education and University departments of education. The Acharya
Rammurthi Review Committee (1990) has stated that teachers will have multiple roles to perform. Initial and in-service training will be made mandatory for faculty members and adequate training resources will be provided. Staff development programmes will be integrated at the state, and coordinated at regional and national levels.

It may be noted that the in-service programmes have drawn their themes from the emerging needs and concerns of education as faced from time to time. As a result, these programmes have, at best, been awareness programmes in respect of specific concerns, and not teacher development programmes, as visualized. As a sequel to the National Policy on Education (1986), orientation of school teachers gained momentum on a mass scale. Efforts have been initiated over the past few years to gradually develop network of institutions like DIETs, IASEs, and CTEs with the mandate of providing in-service education to primary and secondary school teachers respectively. So far, 500 DIETs, 87 CTEs, 38 IASEs and 30 SCERTs have been set up as teacher education resource institutions in the country. In the case of IASEs and CTEs, only a handful of institutions have started in-service education programme for secondary school teachers. During the last decade, satellite interactive television-based activities have been provided for teacher upgradation as part of SOPT and DOEO projects. The majority of them, however, continue to perform their legacy functions (NCERT, 2004).

National Knowledge Commission (2008) stresses the need to strengthen the teaching community qualitatively. It states the following:
- Provide more incentives for qualified and committed teachers.
- Non-teaching official duties such as electoral activities should not be allowed to interfere with the teaching process.
- Forums that allow and encourage teachers to exchange ideas, information and experiences, including a web-based portal, should be developed.
- Pre-service training needs to be improved and differently regulated in both public and private institutions.
- Systems for in-service training require expansion and major reform that allows for greater flexibility.

The major indicator of quality of training is its relevance to the needs of teachers. The potential for radical shifts in the school practice and programmes via effective in-service education programmes has been acknowledged by most education committees and commissions. They have articulated their concern regarding the neglect and inadequacies of current in-service education practice. In addition to the recommendations and programmes of the various All-India Committees that stressed the need for in-service education, several organizations such as educational institutions, teacher organizations, educational department of the state, and private organizations have arranged, from time to time, in-service education programme of one type or another. These activities have been varied in nature in the different states of India.
Professional Development

According to the Educational Resources Information Centre (ERIC) database, professional development refers to “activities to enhance professional carrier growth. Such activities may include individual development, continuing education, and in-service education, as well as curriculum planning, peer collaboration, study groups, and peer coaching or mentoring. **Fullan (1991)** expands the definition to include “the sum total of formal and informal learning experiences throughout one’s career from pre-service teacher education to retirement”. Considering the meaning of professional development in the technological age, **Grant** suggests a broader definition of professional development that includes the use of technology to foster teachers growth. “Professional development goes beyond the term ‘training’ with its implications of learning skills, and encompasses a definition that includes formal means of helping teachers not only to learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. This definition of professional development includes support for teachers as they encounter the challenges that come with putting into practice their evolving understandings about the use of technology to support inquiry-based learning Current technologies offer resources to meet these challenges and provide teachers with a cluster of supports that help them continue to grow in their professional skills, understanding, and interests.’

When a teacher begins career, the knowledge and skills acquired in college serve only as basic necessities or minimal requirements to launch the
work. The first few years of teaching will lead the new teacher to identify, re-examine and evaluate the goals of subject teaching, methods, the nature of the content and one’s own personal aspirations. An excellent education for subject teaching can merely provide the basic tools for the creative teacher to implement, supplement, and modify knowledge to meet the everyday challenges of young people in a school classroom. The Subject teacher, like any other professional, does not commence with a complete understanding of methodology of teaching the subject to the students. It is necessary to learn not only from day-to-day teaching experience but also from the many opportunities that are available. In order to remain in touch with the latest development in the field and in the world around, the teacher can take the following measures:

- Attend seminars, workshops, conferences.
- Pursue higher qualifications.
- Exchange of teaching position, either in the same school or through exchange programmes.
- Visit other schools to study different methods of teaching, the facilities, etc.
- Write articles, for professional journals.
- Participate in refresher courses to get acquainted with the latest developments in the field.
- Participate in the National Integration camps which are being introduced for primary school teachers organized in different parts of the country. Each camp is attended by primary school teachers drawn from different states and regions.
Summer Institutes for Science Teachers

- **Unitary institutes**: In these institutes courses are held once in 3 years in science subject to update teachers on the developments in different fields of science as well as in new techniques in teaching.

- **Sequential institutes**: A follow-up of the unitary institutes, the purpose of the sequential institute is to prepare a team of resource persons for state level summer institutes. Hence, the best five teachers in the unitary institutes are trained in imparting instruction both in content and in methods by an intensive programme.

- **Special institutes**: These institutes stress on improvement of textual material for the use of training colleges in science and on the development of improved techniques of teaching in educational technology.

- **Project technology institutes**: These institutes provide intensive training in laboratory work and workshop skills. Teachers are encouraged to develop improvised aids using indigenous resource materials and audio-visual materials.

**Current State of Affairs in India**

Most initiatives of the 1990s have focused on `in-service’ training of teachers at the elementary stage. In-service training of teachers in the DPEP, for example, ranged from three to a maximum of twenty days and included a range of topics, with little focus on the teaching – learning process. Information on the education of teacher training in the eleven DPEP I and II States is fragmented and imprecise. The impact of these trainings still
remains to be understood in spite of a massive infrastructure and investment that went into creating them.

One of the key fallouts of the undue emphasis on sporadic, short-term training of in-service teachers has been the accentuation of the divide that already exists between pre-service and in-service teacher education. These continue to function as insular mechanisms, despite the fact that both coexist in university departments for Secondary Education (IASEs) and are also the joint responsibility of DIETs in the country. A centrally sponsored scheme to establish Institutes of Advanced Studies in Education (IASE) and upgrade university departments of Education (offering B.Ed., and M.Ed., programmes) was started post-NPE 1986 to initiate the in-service training of secondary school teachers. IASEs were mandated to work constantly on elementary education as well. This objective, however, is yet to be realized, as reiterated in the Tenth Five Year Plan for Teacher Education. One pioneering effort in this regard came into effect with the establishment of the Maulana Azad centre for Elementary and Social Education (MACESE) in the Department of Education of the University of Delhi, as a modified IASE, MACESE is the only IASE that initiated concerted work in Elementary Education, leading to the creation of the Bachelor of Elementary Education (B.EI.Ed) Programme in 1994. Under the centrally sponsored scheme DIETs were established as premier institutions to work in elementary education.

**Mass Orientation of School Teachers (MOST)**

School teachers are being given orientation on a mass programme in regard to the new perspectives under the NPE. During 1985-87, nearly a
million teachers have been oriented. The objective of the scheme, known as the Programme of Mass Orientation of School Teachers, is to sensitise teachers to the emerging concerns in education, UEE, use of learner-centered approach, action research, the emerging role and responsibilities of teachers, enrichment of their knowledge in curricular areas, and other thrust areas enlisted in the NPE. The duration of training is 10 days. The programme during 1986-90 covered about 1.8 million teachers. The training programme was strengthened by media support. Films relating to various modules constituting the training print package were telecast on the national network for the benefit of teachers in different parts of the country. Each viewing session was preceded and followed by discussion. A participatory, interactive approach was followed in the training. The programme is implemented by the NCERT in collaboration with the SCERTs in different states.

Special Orientation Programme for Primary School Teachers

Special Orientation Programme for Primary School Teachers (SOPT) was launched in the year 1993-94 to improve the quality of primary/elementary education as part of the strategy to achieve UEE. The main focus of this programme is implementing the MLLs identified for the primary stage, training in the use of Operation Blackboard materials provided to primary school teachers, and encouraging teachers to adopt a child – centered approach to teaching. It envisages covering 0.45 million teachers every year. During the past few years, these two schemes of mass orientation have covered more than 2 million teachers. Like PMOST, this programme, too, is strengthened by media support. Films on various themes
covering the course design are shown to teachers during training programmes.

**District Institutes of Education and Training (DIETs)**

Teachers education programmes are being revamped by the establishment of DIETs. These institutes give training and resource support to primary school teachers. Existing institutes are upgraded by provision of appropriately qualified staff to ensure professionalism. They are also being provided infrastructure support in terms of buildings and equipment. Wherever there is need, new institutes are being set up too.

**INTEL**

The Intel (R) Teach In-service Programme offers K-12 classroom teachers a curriculum designed specifically for their needs. Teachers learn how, when, and where to incorporate technology tools and resources into their teaching. They also learn how to create assessment tools and align lesson plans with provincial learning outcomes. The goal is to prepare today’s teachers and students for tomorrow’s demands. Under the programme, training has been conducted for teachers from schools of Central Board of Secondary Education (CBSE), Indian Certificate of School Examination (ICSE), State Education Boards and Project and Support Organizations under the administrative control of Union Department of Education.

Intel Teach programme provides both face-to-face and online instruction to help teachers to integrate technology into their classrooms.
The Intel Teach training programme emphasise on the effective use of technology in the classroom, research, communications, productivity, strategies and working in teams to solve problems. Teachers learn how, when and where to incorporate technology into their lesson plans, with a focus on developing students’ higher-order thinking skills. They experience new approaches to create assessment tools `and align Lessons with educational learning goals and state syllabus outcomes. Teachers are provided with all the necessary curriculum materials.

**INDIAN Institute of Professional Competency – Advancement of Teachers (IIPCAT, 2009)**

The vision of IIPCAT encompasses improvement in the quality of education by continuously striving for competency advancement of teachers of different disciplines at all stages of education, that is, pre-school, primary, upper primary, secondary, senior secondary, and tertiary stages of education. It shall Endeavour to develop itself as an effective vehicle to transform the modality of curriculum transaction in educational institutions so as to improve the quality of education in particular and of human life in general. The mission of the IIPCAT shall include competency advancement of teachers of all levels and in all aspects of teachers functions and responsibilities. To accomplish this mission, the IIPCAT shall use multiple strategies, such as, organization of in-service education, preparation of quality reference material, making arrangements for practical training. There is hope that as a result of the interventions of the IPCAT, the teachers will relatively be more enlightened, professionally competent and socially responsive.
Limitations of Current In-services Programmes

Research points to training activities not resulting in improvement in teachers’ instructional behaviors too, reported that information imparted to teachers is insufficiently related to the specific needs and concerns of the participants. They tend to offer theory which is unrelated to practice. In consequence, they are ineffective in influencing teacher performance and school improvements. It can be effective only if it is based on the entry level capabilities of teachers. A look into the effectiveness of contemporary staff development literature reveals that teachers learn little from traditional in-service training workshops (Smylie, Mark and Miretzky, Debra (Eds), (2004).

- Participants have to be persuaded to take part in summer institutes, as motivation to attend such programmes is low.
- There is no follow-up programme to keep alive the knowledge and skills assimilated in the in-service programmes.
- Inadequate planning by the coordinators leads to a colossal waste of time for all concerned.
- Shortage of books leads to teacher having nothing to take back to their schools, where they could use what they have learned.
- The examination-ridden system leaves teachers with scarcely any time to practice what they learn at the summer institutes.
- There is dichotomy between what is taught at the summer institutes and other programmes conducted by the NCERT.
- Training programmes conducted by ill-equipped and in-experienced resource persons lead to waste of resources – both human and
material. Therefore, only experience and well-equipped teachers should be selected as resource persons.

- Sometimes teachers are asked through mobile phone a day before the commencement of the training programme to participate. In such a situation, teachers come to the training programme unprepared to gain experiences from training situation. They need to be informed well in advance about their participation in the training programme.

- Training programmes spoil many school working days and students learning hours. Therefore, there is an urgent need to review the duration of training with a view to reducing it suitably.

- In-service education and training is important. But too much of anything does not provide the desired dividends. Like this, too much of training does not result in improvement in teachers’ classroom processes.

- Training sessions should be participatory and interactive; Resource persons should use transactional approaches which produce conducive environment in the training session for learning processes. Training approaches presently being used by facilitators are not appropriate.

- Training under SSA is not useful to highly experienced teachers as they know how to teach.

Progress of Teacher Training under the Sarva Shikha Abhiyan

The Sarva Shikha Abhiyan(SSA) aims to provide quality education to all children in the 6 to 14 age group across the nation. SSA has several features that seek to improve the quality of elementary education. These essentially pertain to (a) ensuring basic provisioning to enable improvement
in the quality of classroom interactions (b) large scale capacity building of States, for undertaking and evaluating interventions for quality enhancement and (c) focus on assessment of learning outcomes and their improvement, as key indicators of the quality of learning.

The programme places great emphasis on building the capacity of teachers for teaching, through regular training programmes. The Scheme provides for regular annual in-service training for up to 20 days per teacher. The SSA framework was amended to give more emphasis to practical classroom related teacher training by providing for a maximum of 10 days institutional training at BRCs level, and another 10 days specifically at cluster/school level in order to ensure follow-up, peer learning and experience practical classroom truncations. SSA also provides for 30 days induction training for newly recruited trained teachers to orient them to their roles and responsibilities, the expectation of the SSA programme and specific state/district priorities in quality education. 60 day training is also provided for teachers that have not received pre-service training in order to provide customized distance mode programmes for such teachers to acquire progressive qualifications in service mode.

All trainings funded from SSA cover several pedagogical issues, including content and methodology, improving teaching learning transactions at class room level. States have started exploring several innovative means of imparting these trainings, including use of distance, self-learning mode and use of educational technology. Teacher training under SSA emphasizes child-centered pedagogy and activity based teaching learning. NCERT has prepared fresh guidelines for in service teacher
training under SSA in January 2007 that has been shared with all Sates.

Norms for teacher training are as follows:

- Provision of up to 10 days in-service training for all teachers each year, at BRC level and above, @ ₹100 per teacher per day.
- Up to 10 monthly cluster level meetings and peer group training sessions, for all teachers each year @ ₹50 per teacher per day at CRC level.
- @ ₹100 per day for 30 days induction training of newly recruited teachers.
- @ ₹100 per day for 60 days for on the job, untrained teachers to acquire professional qualifications through in-service/distance programmes.
- Training of BRC & CRC co-ordinators & resource persons for up to 10 days each year @ ₹100 per person per day.
- These ceilings of unit cost should not be allowed automatically as a default costing norm. Actual unit costs would need to be budgeted. The number of days of trainings would be based on the State norms for training as approved by the State SSA’s executive Committee.
- Assessment of capacities for effective training during appraisal will determine extent of coverage.
- Support for SCERT/DIET under existing Teacher Education Scheme
Progress of annual in-service teacher training

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Source: PMIS, MHRD

Salient features of the guidelines for annual in-service training under SSA (Developed by National Council for Educational Research & Training):

These guidelines in the name of “The Reflective Teacher” have been developed by NCERT in 2006, through the first edition has been printed in January 2007. The key features are

- It takes into account the ‘Constructivist’ approach, as advocated in NCF 2005. This means that the teacher should act as a ‘facilitator’, and should work towards creating a variety of learning experiences in and out of the classroom that enable children to construct knowledge from activities and experiences in day to day life. The teacher is not to be a ‘transmitter’ of knowledge to passive recipients (the children).

- This approach requires teachers to be reflective, that is they need to become ‘mindful enquirers’ into their own experiences, to guide children meaningfully.
• The guidelines advocate a ‘spilt up’ model of in service training, in which 6-8 days training is provided at the BRC/DIET level and 2 days training through actual observation of classroom situations. Thereafter, teachers are expected to return to their school setting for 2-3 months, to try out the recommended methodologies and ideas. At the end of the training programme, they once again return to the BRC/DIET for 2 days to share their experience and reflect on the new ideas before they complete the training.

• The guidelines recommend a formal training duration of 10 days, as evident from above.

• In keeping with NCF 2005, the guidelines recommend training of teachers in areas such as art and heritage crafts health and physical education, work education and education for peace, besides training in basic subjects like language, EVS and Mathematics.

• The guidelines stress identification of training needs and development of appropriate training modules through BRGs/DEGs/ SRGs. It is also recommended that the training design should emphasize local contextuality and specificities in the teaching learning situation.

• A list of suggested readings, educational audio and video programmes for teachers have also been provided in the guidelines.

States have reported a variety of follow-up mechanisms to monitor the impact of the training programs, including:

• School visits and interaction with teachers

• Classroom observations.

• Pre-test and post-test during training programme, evaluation sheets to test content knowledge and aptitude
• Orientation of school principals for conducting follow-up
• Peer-sharing during monthly cluster level meeting
• Monitoring through Quality Monitoring Tools and ADEPTS
• Exposure of child’s learning through Community Participation
• Baseline and Terminal Assessment of LEP
• Feedback forms during training
• Video conferencing
• Conducting Impact Studies.

**Basic Features of Sarva Shiksha Abhiyan**

Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

• A programme with a clear time frame for universal elementary education.
• A response to the demand for quality basic education all over the country.
• An opportunity for promoting social justice through basic education.
• An effort at effectively involving the Panchayat Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parent-Teacher Associations, Mother-Teacher
Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.

- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

**Objectives of Sarva Shiksha Abhiyan**

- All children in school, Education Guarantee Centre, Alternate School, Back-to-School' camp by 2003;
- All children complete five years of primary schooling by 2007;
- All children complete eight years of elementary schooling by 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- Universal retention by 2010.

**Sarva Shiksha Abhiyan as a Framework and as a Programme:**

Sarva Shiksha Abhiyan (SSA) has two aspects

- It provides a wide convergent framework for implementation of Elementary Education schemes;
- It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all
investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

Broad Strategies of SSA Programme

- **Institutional Reforms:** As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

- **Sustainable Financing:** The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments.

- **Community Ownership:** The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.
• **Institutional Capacity Building:** The SSA conceives a major capacity building role for national, state and district level institutions like NUEPA / NCERT / NCTE / SCERT / SIEMAT / DIET.

• Improvement in quality requires a sustainable support system of resource persons and institutions.

• **Improving Mainstream Educational Administration:** It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

• **Community Based Monitoring with Full Transparency:** The Programme will have a community based monitoring system. The Educational Management Information System will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.

• **Habitation as a Unit of Planning:** The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

• **Accountability to Community:** SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

• **Priority to Education of Girls:** Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.
• **Focus on Special Groups:** There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban, deprived children disadvantaged groups and the children with special needs, in the educational process.

• **Pre-Project Phase:** SSA will commence throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based microplanning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.,

• **Thrust on Quality:** SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.

• **Role of teachers:** SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

• **District Elementary Education Plans:** As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach.
There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that year. The Perspective Plan will also be a dynamic document subject to constant improvement in the course of Programme Implementation.

**Norms for interventions under SSA**

**Teacher**

- One teacher for every 40 children in Primary and upper primary;
- At least two teachers in a Primary school;
- One teacher for every class in the upper primary.

**School / Alternative schooling facility**

- Within one Kilometer of every habitation;
- Provision for opening of new schools as per State norms or for setting up EGS like schools in unserved habitations.

**Upper Primary schools/ Sector**

- As per requirement based on the number of children completing primary education, up to a ceiling of one upper primary school/section for every two primary schools.
Classrooms

- A room for every teacher in Primary & upper Primary, with the provision that there would be two class rooms with verandah to every Primary school with at least two teachers;
- A room for Head-Master in upper Primary school/section.

Free textbooks

- To all girls/SC/ST children at primary & upper primary level within an upper ceiling of ₹150/- per child.
- State to continue to fund free textbooks being currently provided from the State Plans.

Civil works

- Ceiling of 33% of SSA programme funds.
- For improvement of school facilities, BRC/CRC construction.
- CRCs could also be used as an additional room.
- No expenditure to be incurred on construction of office buildings.
- Districts to prepare infrastructure Plans.

Maintenance and repair of school buildings

- Only through school management committees/VECs.
- Upto ₹5000 per year as per specific proposal by the school committee.
- Must involve elements of community contribution.
- Upgradation of EGS to regular school / setting up of new Primary school as per State norm
• Provision for TLE @ ₹10,000/- per school.

• TLE as per local context and need.

• Involvement of teachers and parents necessary in TLE selection and procurement.

• VEC/school-village level appropriate body to decide on best mode of procurement.

• Requirement of successful running of EGS centre for two years before it is considered for upgradation.

• Provision for teacher & classrooms.

**TLE for upper-primary**

• @ ₹50,000 per school for uncovered schools.

• As per local specific requirement to be determined by the teachers/school committee.

• School committee to decide on best mode of procurement, in consultation with teachers.

• School Committee may recommend district level procurement if there are advantages of scale.

**Schools grant**

• ₹2000/- per year per primary/upper primary school for replacement of non functional school equipment.

• Transparency in utilisation.

• To be spent only by VEC/SMC.
Teacher grant

- ₹ 500 per teacher per year in primary and upper primary.
- Transparency in utilisation.

Teacher training

- Provision of 20 days In-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits @ ₹ 70/- per day.
- Unit cost is indicative; would be lower in non residential training programmes.
- Includes all training cost.
- Assessment of capacities for effective training during appraisal will determine extent of coverage.
- Support for SCERT/DIET under existing Teacher Education Scheme.

State Institute of Educational Management and Training (SIEMAT)

- One time assistance up to ₹ 3 crore.
- States have to agree to sustain.
- Selection criteria for faculty to be rigorous.

Training of community leaders

- For a maximum of 8 persons in a village for 2 days in a year - preferably women.
- @ ₹ 30/- per day.
Provision for disabled children

- Up to ₹1200/- per child for integration of disabled children in inclusive education programme, as per specific proposal, per year.
- District Plan for children with special needs will be formulated within the ₹1200 per child norm.
- Involvement of resource institutions to be encouraged.

Research, Evaluation, supervision and monitoring

- Up to ₹1500 per school per year.
- Partnership with research and resource institutions, pool of resource teams with State specific focus.
- Priority to development of capacities for appraisal and supervision through resource/research institutions and on an effective EMIS.
- Provision for regular school mapping/micro planning for up dating of household data.
- By creating pool of resource persons, providing travel grant and honorarium for monitoring, generation of community-based data, research studies, cost of assessment and appraisal terms & their field activities, classroom observation by resource persons.
- Funds to be spent at national, state, district, sub district, school level out of the overall per school allocation.
- ₹100 per school per year to be spent at national level.
- Expenditure at State/district/BRC/CRC/ School level to be decided by State/UT, This would include expenditure on appraisal, supervision,
MIS, classroom observation, etc. Support to SCERT over and above the provision under the Teacher Education scheme may also be provided.

- Involvement of resource institutions willing to undertake state specific responsibilities.

**Management Cost**

- Not to exceed 6% of the budget of a district plan.
- To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, POL, etc.
- Priority to experts in MIS, community planning processes, civil works, gender, etc. depending on capacity available in a particular district.
- Management costs should be used to develop effective teams at State/District/Block/Cluster levels.
- Identification of personnel for BRC/CRC should be a priority in the pre-project phase itself so that a team is available for the intensive process based planning.

**Innovative activity for girls' education, early childhood care & education, interventions for children belonging to SC/ST community, computer education especially for upper primary level**

- Up to ₹15 lakh for each innovative project and ₹50 lakh for a district per year will apply for SSA.
• ECCE and girls education interventions to have unit costs already approved under other existing schemes.

**Block Resource Centres/ Cluster Resource Centres**

• BRC/CRC to be located in school campus as far as possible.

• ₹ 6 lakh ceiling for BRC building construction wherever required.

• ₹ 2 lakh for CRC construction wherever required - should be used as an additional classroom in schools.

• Total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year.

• Deployment of up to 20 teacher in a block with more than 100 schools; 10 teachers in smaller Blocks in BRCs/CRCs.

• Provision of furniture, etc. @ ₹1 lakh for a BRC and ₹10,000 for a CRC.

• Contingency grant of ₹12,500 for a BRC and ₹2500 for a CRC, per year.

• Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself.

**Interventions for out of school children**

• As per norms already approved under Education Guarantee Scheme & Alternative and Innovative Education, providing for the following kind of interventions.

• Setting up Education Guarantee Centres in unserved habitations.
- Setting up other alternative schooling models.
- Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools.
- Preparatory activities for microplanning, household surveys and studies, community mobilization, school-based activities, office equipment, training and orientation at all levels, etc.
- As per specific proposal of a district, duly recommended by the State. Urban areas, within a district or metropolitan cities may be treated as a separate unit for planning as required.

**Universalisation of Elementary Education**

The Sarva Shiksha Abhiyan articulated the following specific goals for realizing the objectives of NPE and the Fundamental Right for free and compulsory education:

- All 6-14 age children in schools/EGS by 2005.
- Bridge all gender & social category gaps at primary stage by 2007.
- Bridge all gender & social category gaps at primary stage by 2007 & upper primary by 2010.
- Universal retention by 2010.
- Focus on elementary education of satisfactory quality.
Universal Retention by 2010

As presented earlier dropout rates are declining, though they are still very high. The dropout rate as per SES is “gross dropout rate”. NUPEA has calculated “average dropout rate” based on average repetition rates and average promotion rates of classes 1 to V based on common schools for two successive years 2003-04 and 2004-05. Based on this methodology the average primary dropout rate was 10.64% in 2003-04. DISE data is not consistent across years and therefore calculation of flow rates is fraught with risk. Several States are also conducting sample or 100% “true cohort” studies following a cohort for 5 years. Thus there are serious methodological and conceptual issues around the calculation of dropout rates. The Department has proposed a national sample study on dropout rates to arrive at better estimates comparable across States. The low completion rate results in a reduced number of children at the upper primary stage.

One of the outcome indicators for reporting of SSA progress in the outcome budget is reduction of dropout rates by 5 percentage points each year. It is expected that the dropout rates of children for the elementary cycle would be reduced from 50-39% in 2004-05 to less than 20% by 2011-12, during the 11th plan period, even in a conservative scenario.

Pattern of teacher training in India

The pattern of education in India shows that students can opt to become teachers with a B.Ed. after a graduate degree which they can acquire through regular courses or through distance learning programmes. For admission, it is mandatory that they fulfill the 10+2+3 requirement.
However, they can after 10+2 years of schooling opt to do a primary teacher training programme which will give them a diploma in teaching. This course is of two-years duration. This is conducted by DIET and self-financing institutes of education. The diploma is awarded by the respective state governments.

The different ways of getting a B.Ed. degree, One can follow the regular stream and after graduation.

- Enroll for a B.Ed in a training college, or
- Do a distance education/correspondence/open university course.
- Teacher trainees are the stakeholders:
  - **Teacher trainees** - who aspire to be teachers
  - **Teacher educators** – who are motivated, interested in student development and are through professionals.
- **Provider** – Colleges of education, institutes or universities
- **Society** – community at large – local, national and global.
- **Funders** – students, universities, other philanthropists, industries, schools and colleges.
- **Employers** – schools, colleges, industries, district and local governments.
- **Awarding bodies** – universities, NCTE which grants recognition, and NAAC which accredits and assesses the output.

**Stakeholders in Teacher Education**

Stakeholders are “individuals or entities who stand to gain or lose from the success or failure of a system or an organization”. Gross and
Godwin (2005) identify education’s stakeholders as parents, students, alumni, administrators, employers and communities. In our Indian set-up, we could include religious groups, youth services such as NSS and NCC community organizations such as Rotaract club, senior citizens as we have a culture of respect for elders, government agencies, NGOs, and so on.

Most of the stakeholders agree that teacher education needs to change to meet the needs of digital age learners and the challenges of a rapidly changing knowledge and technology, based global society. But diverse policy contexts and a lack of shared vision pose barriers to collaborative action among the stakeholders to effect changes. Although there are isolated islands of innovation and excellence in educator professional development, concerted and coordinated action by all stakeholder groups is needed to take them to scale.

Productive partnerships have drawn together previously disparate groups which recognize that - the `shared interest’ is in the name of the learners in the schools – the key stakeholders – whose lives will change if exposed to a well-structured and meaningful curriculum in a humane and socially balanced environment. The partnerships evolving between schools, teacher educators, employers and society are ones that are moving beyond consultation and advice towards genuine reciprocity. According to Ground water-smith et. al (2001), reciprocity between the partners is obtained in the following cases:

- A recognition of interdependence and the unique contribution the various partners bring to the relationship;
- Constructive and imaginative problem solving;
• A will to work for improvement;
• A working relationship which permits risk taking;
• Tolerance to ambiguity and dilemmas;
• Joint responsibility for the planning, implementation and evaluation of outcomes;
• Joint benefits of a commensurable kind;
• Organizational structures which facilitate the enactment of decisions;
• Well-managed communication.

For teacher educators, forging such partnerships has given many benefits to their institutions. There is increased relevant and up-to-date knowledge of stakeholders’ agendas in relation to education, knowledge that can be translated into appropriate responses and actions in teacher education programmes.

Stakeholders and Responsibilities

The stakeholders who need to be involved in decisions about the profession of teacher educator include: government/educational authorities, perspectives of teacher trainees, employers of teacher educators, teacher educators themselves, employers of teachers, teachers, professional associations of teacher educators, external quality agencies, unions, university administrators, school boards and legislators.

Expectations of Key Stakeholders

The expectations of key stakeholders are listed below.

• Society wants to educate children in order to ensure that its various economical and cultural institutions are perpetuated and expanded. Its
aim is to mould students into the next generations of producers and consumers.

- Government wants to educate children to ensure a stable, productive and powerful nation in keeping with national goals.
- Religious groups want to educate children in order to bring them in line with their cultural norms.
- Parents want their children to have education, so that they are equipped with skills that will allow them to leave home and flourish and do them credit.
- Students expect to be educated, so that they have plenty of choices in ways in which to comfortably realize the autonomy they so envied in their parents.

**Some essential features of Teacher Education in the 21st Century**

Many assert that the existing system of educator preparation is not equipping teachers with the skills needed to enable their students to be successful in the 21st century. Teacher candidates continue to be impressed in antiquated preparation programmes that equip them to deliver primarily traditional stand-alone, text-based instruction in traditional classrooms. If schools of education and alternative education systems continue to prepare teachers for only traditional teaching, the future is already over. By focusing only on teacher preparation, the nation risks losing sight of the fact that schools also must change to keep pace with globalization. The necessary skills in 21st century teacher trainee should have on leaving the portals of the teacher education institution. These are dependent on the following systems:
• Learning environments;
• Professional development;
• Curriculum and instruction;
• Standards and assessments;

The essential features of teacher education in the 21st century are listed below:

• In many ways, teacher educators are working with one foot in the future and the other in the past. Their graduates will serve the most digitally confident, socially networked generation in history.

• Today’s youth have a clear vision of what the 21st century education should provide. They participate in online communities with a wealth of learning resources that extend far beyond the bounds of their schools and well beyond the limits of a single teacher’s knowledge and skill.

• Teachers of the future will pursue careers in a globally integrated knowledge economy that rewards teamwork, continuous learning and constant innovation.

• Higher benchmarks for traditional teaching have to be set to meet the needs of digital age learners.

• Schools of education must go beyond the present paradigm of teacher preparation. They must take on the exciting challenge of developing 21st century educators for 21st century schools. The time is right to reinvent teacher education.
1.3 Statement of the problem

The challenges faced by the mushrooming teacher education institutions pose questions for both the school systems and the state governments. On the one hand, the school system has to deal with poor teacher quality and increasing student and societal expectations, on the other, state and national governments have to make arrangements to provide the teacher education system with an environment encouraging innovation and meeting the needs of the school.

Therefore, the in-service training programmes for teachers in education system have great impact on the outcome of development of teacher skills and the purposes of learning, thus, affecting how they structure educational institutions, define learning, and understand the nature of the students. These can be appear to be mutually exclusive. Teacher education is a complex system. Many contributors are involved, including state legislatures, state certification, boards, national and regional accreditation associations, educational professional associations, teacher unions, teacher education institutions, schools, and the federal government. Hence, the present study is focused on the impact of In-service Teacher Training Programme under Sarva Shiksha Abhiyan in Classroom Interaction.

1.4 Title of the Study

On the basis of above discussion the present study has entitled - “Impact of In-Service Teacher Training Programme under Sarva Shiksha Abhiyan in classroom Interaction” – A study in Visakhapatnam.
1.5 Need for the Study

The goal of the teacher education programme is to develop highly qualified teachers who are as knowledgeable, effective leaders, will be innovative, action-oriented role models in classrooms, schools, districts and communities throughout the country. The teacher education programme should be at the forefront in preparing competent, self-confident leaders who are committed to educating children in rural and urban multicultural and international communities. Teacher trainees should be inspired to be motivated change agents, advocates for all children, creative energetic and risk takers to touch the future through teaching.

School is a formal organization within which Principal, Supervisors, Teachers, Pupils and others co-operate to carry out various activities so as to achieve the organizational goals of educating the young children. For the good teacher, every facet of knowledge, skills, personality and interests is of potential value. In-service training includes everything that happens to a teacher from the day of appointment to the retirement contributes, directly or indirectly in way which he/she executes his/her professional duties. It suggests memories for inadequacies of existing teacher having programmes, provides opportunities for updating the knowledge of developments in science, technology and application, helps to acquire compared understanding of applicable pedagogical techniques and gives an opportunity to practice new teaching technique. Therefore, the investigator thought that in-service teacher training programme under Sarva Shiksha Abhiyan is responsible and enhance the academic achievement in classroom interaction.
1.6 Rationale of In-Service Training

In-service teacher training may be understood as professional development, or sometimes as part of wider professional development or growth. The career development is understood as growth through natural promotion, from one stage of teacher’s professional career to another. The notion of the experiential growth is usually anchored in a succession of a few clearly delimited stages. This category is directly related to the professional and personal maturing of the teacher. In –service teacher training is usually defined as the provision of organized programmes for practicing teachers, meant to help them as one of the possible systematic steps to support their development. These systematic steps, or planned situations, offers, possibilities and events supporting teachers’ professional development have been becoming more and more varied in the last two decades. New information technologies, modern learning theories, a much better mobility of teachers, and many more factors, is what makes for a variety of in-service teacher training programmes expanding study of texts and other documents in the Internet, e-learning discussion forums, international visits, student exchange programmes and mainly in-school activities, such as action researches, project work, supervision, visits, team teaching, discussion groups, and so on.

Peretti et al (1998) includes the following options of in-services training into the “plan of education”.

- Visits to colleagues’ classes;
- Education through meetings with colleagues from other schools;
• Exchange of experience, excursions, and joint events;
• Internal formation at school, organized for teacher teams by external instructors;
• Team formation at school through work on specifically school-targeted projects or studies;
• Self-study;
• Individual or team formation of school, in line with external offers (Seminars, courses, Visits);
• Internal formation at school, organized by the staff;
• Open formation at school for groups of teachers, parents, and pupils (e.g. on perspectives, professional orientation, work methods, etc.).

So, besides their own study, teachers can participate in events organized outside their schools or within. The options of in-service teacher training have a lot of internal forms, differing in how thoroughly organized or how much formal they are. A lot of attention is devoted to activities arranged by external subjects.

1.7 Objectives of the Study

The main objective of this study is to investigate the impact of in-service teacher training programme under SSA in classroom interaction. Therefore, this study focused on the following objectives:

1. To study the perceptions of trainees about in-service training programme under SSA.
2. To measure the achievement levels of upper primary teachers under in-service training programme under SSA.
3. To analyse the knowledge of upper primary teachers in social study subject.
4. To observe and analyse the changes in classroom situation after implementation of inputs provided to trainees during the training programme under SSA.

1.8 Hypothesis of the study

In order to investigate the research questions cited in Chapter 4 of the study, the following hypothesis were formulated. They are presented in the form of null hypothesis below.

1. In-service teacher training programmes can be helpful in increasing the teachers’ effectiveness in classroom particularly in terms of the teachers’ performance.
2. Teacher training programme under SSA can be made more result oriented in making them useful and need based which could change the approach and personality of the teachers.

1.9 Limitations of the study

This study is limited to the in-service training teachers working in secondary schools of Visakhapatnam Districts. It The opinions obtained from the teachers to study only to find out the impact of in-service teacher training programme under Sarva Shiksha Abhiyan in classroom interaction.
### 1.10 Recommendations for pre-service programmes for teacher education

<table>
<thead>
<tr>
<th>Name of Committee/Board/commission</th>
<th>Year</th>
<th>Major recommendations regarding teacher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartog Committee</td>
<td>1929</td>
<td>- Primary teacher training&lt;br&gt;- Lengthening the duration of training courses&lt;br&gt;- Provision of adequate staff for training institutions.</td>
</tr>
<tr>
<td>Central Advisory Board of Education</td>
<td>1943</td>
<td>- Duration of training programmes for teachers&lt;br&gt;- Two years for pre-primary and junior basic&lt;br&gt;- Three years for middle school&lt;br&gt;- Two years for non-graduates in high schools&lt;br&gt;- One year for graduates in high school</td>
</tr>
<tr>
<td>Sargent committee</td>
<td>1944</td>
<td>- Need to strengthen practice teaching</td>
</tr>
<tr>
<td>Memorandum on the further action taken by the Provincial Governments on the Post-War Educational Development Report</td>
<td>1946-47</td>
<td>- Emergency secondary grade training course of one year to bridge the gap between supply and demand</td>
</tr>
<tr>
<td>First Five Year Plan</td>
<td>1950s</td>
<td>- Paradigm shift of teacher education as a process of total development of the individual personality</td>
</tr>
<tr>
<td>Second Conference of All India Training Colleges</td>
<td>1951</td>
<td>- Realization that teacher education had a broader canvas than envisaged&lt;br&gt;- Need for redesigning curricula</td>
</tr>
<tr>
<td>Secondary Education Commission Report</td>
<td>1953</td>
<td>- Professionalism in teacher education&lt;br&gt;- Reorientation of syllabus and evaluation techniques&lt;br&gt;- Need to integrate subject content and transactional strategies</td>
</tr>
<tr>
<td>University Grants Commission report of the Review Committee on Education</td>
<td>1960s</td>
<td>- Shift in stress from secondary to primary teacher education&lt;br&gt;- No untrained teacher to be recruited&lt;br&gt;- Setting up of correspondence courses for B.Ed. at Regional Colleges of Education. (1964-65)</td>
</tr>
<tr>
<td>Education Commission Report</td>
<td>1964-66</td>
<td>- For those who have passed the school leaving certificate or higher secondary leaving certificate, the period of training is to be two years. For graduates, the training to be one academic year</td>
</tr>
<tr>
<td>Institution/Committee</td>
<td>Year</td>
<td>Event/Recommendation</td>
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<tr>
<td>NCERT</td>
<td>1975</td>
<td>Publication of curriculum framework for school education</td>
</tr>
<tr>
<td>NCERT</td>
<td>1978</td>
<td>Publication of curriculum framework for teacher education</td>
</tr>
<tr>
<td>Chattopadhyaya committee</td>
<td>1983-85</td>
<td>The minimum length of training for a secondary teacher should be five years following the completion of Class XII. Reiterated the need to enable general and professional education to be pursued concurrently. Need for an integrated four-year programme…</td>
</tr>
<tr>
<td>National Policy on Education</td>
<td>1986</td>
<td>Reiterate that teacher education is a continuous process and pre-service and in-service components are inspirable</td>
</tr>
<tr>
<td>The Acharya Ramamurti Committee – Review of the NPE 1986</td>
<td>1990</td>
<td>Need for an internship model as it is based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time.</td>
</tr>
<tr>
<td>The Yashpal Committee Report Learning without Burden</td>
<td>1993</td>
<td>The content of the programme should be restructured to ensure its relevance to the changing needs of school education. The emphasis should be on enabling the trainees to acquire the ability for self-learning and independent thinking.</td>
</tr>
<tr>
<td>NCTE</td>
<td>1995</td>
<td>Approved norms and standards for teacher training institutions at the preschool, elementary and secondary level.</td>
</tr>
<tr>
<td>NCFTE</td>
<td>2009-10</td>
<td>Guidelines for all aspects of teacher education with the focus on preparing humane teachers.</td>
</tr>
</tbody>
</table>
1.11 Organization of the Study

The study is divided into five chapters namely introduction, review of related literature, methodology, analysis and interpretation, findings and conclusions.

The first chapter introduction consists of the brief information regarding various parameters in the study. Statement of the problems, title of the study, need for the study, objective of the study, hypothesis of the study, scope and limitations of the study and organizations of the study.

The second chapter review of related literature consists of the various studies which are related to this topic. These reviews were collected by the investigator from various journals and through internet. The reviews were categorized into two different sessions like Studies in India and Studies in abroad.

The third chapter methodology is related to the area of study, the population and sample of the study and the method of study sampling technique, the research for used, various statistical techniques used in the analysis of the data and the strategy of scoring the data.

The fourth chapter analysis and interpretation deals with the data collected. Tabulation of data and the interpretation of the various statistical results.

The fifth chapter findings and conclusions furnishes the results obtained by the various interpretation. Interpretations are given according to
the hypothesis mentioned. Implications of study here provided. Suggestions for the further study are also given in this chapter.

At the end appendix the total used for the study is provided. In bibliography various reports and journals that were used for the reference are mentioned separately.