

Feedback of Teachers and their needs regarding Teacher Training



Principal Investigator

Prof. Veenaben Patel
Dean, Faculty of Education,
KSV, Gandhinagar.

Co Investigators

Dr. Kusum Yadav
Dr. Bhavik Shah
Ms. Supria Banerjee



FACULTY OF EDUCATION
KADI SARVA VISHWAVIDYALAYA
SECTOR-15, GANDHINAGAR
MARCH-2012

Acknowledgement

It gives us immense pleasure to express our sincere gratitude to all those who have been associated in successful completion of this research project. We express our sincere gratitude to SSA particularly to Shri Manoj Agarwal (State Project Director SSA), Dr. N. M. Bhad (Director GCERT), for inspiring us with their vision, mission and paying keen interest in the research work. We extend our deep gratitude to Shri Lalit Vyas (OIC-P&M) and Shri Dineshbhai for their kind cooperation throughout the study. We express our gratefulness to Prof. R. D. Mulia and Dr. R. C. Patel for their scholarly guidance throughout the research project.

We humbly express our deep sense of gratitude to late Shri Maneklal M. Patel. With his blessings only we could complete this research project. We express our heartfelt gratitude to Shri Vallabhbhai M. Patel (President KSV Gandhinagar), Shri D.T. Kapadiya (Director KSV), Shri S. K. Mantrala (Registrar KSV), for their kind cooperation and for being always motivating us to undertake research project.

We gratefully acknowledge the valuable cooperation extended by sampled school teachers, BRCC, CRCC, Education Inspectors and Principals of pay centre schools', without their sincere and whole hearted cooperation this research work could not have been accomplished. We also express our heart-felt thankfulness to the members of SSA for providing primary data for research project. We are also thankful to our field investigators for doing a difficult task of collecting the data from 25 districts.

We really are thankful to all faculty members and students of Faculty of Education, KSV, Gandhinagar for their untiring support and cooperation. We are thankful to the technical and typing staff for organization of data and typing of research project meticulously.

Gandhinagar
March-2012

Principal Investigator &
Co- Investigators

CONTENTS

Acknowledgement	I
Index	II - IV
Table Index	V - VI
Graph Index	VII
List of Abbreviations	VIII
Executive Summary	IX - XX

INDEX

Sr. No.	Particulars	Page No.
Chapter 1 Introduction		1-4
1.0.0	Introduction	1
1.1.0	Objectives of Sarva Shiksha Abhiyan	1
1.2.0	Background of the Present Research Project	2
Chapter 2 Methodology		5-10
2.0.0	Introduction	5
2.1.0	Statement of the Research Project	5
2.2.0	Objectives of the Study	5
2.3.0	Research Questions	6
2.4.0	Delimitations of the Study	7
2.5.0	Population and Sample	7
2.6.0	Methodology of Research Project	8
2.7.0	Tools for Data Collection	8
2.8.0	Data Collection	9
2.9.0	Data Analysis	9
Chapter 3 Data Analysis and Interpretation		11- 74
3.0.0	Introduction	11
3.1.0	Opinions of Teachers Regarding Advantages and Disadvantages of Training on Classroom Teaching	11
	3.1.1 Over all Opinions of Teachers	11
	3.1.2 Opinions of Teachers in Context to Gender	13
	3.1.3 Opinions of Teachers in Context to Experience	16
3.2.0	Feedback of Teachers about Training Imparted to them.	18
	3.2.1 Effectiveness of Teacher's Training	19
	3.2.2 Management of Training.	20
	3.2.3 Quality of Training Modules	21
	3.2.4 Facilities Provided during Training	22
	3.2.5 Duration of Training:	23
	3.2.6 Quality of Resources Persons	23

3.3.0	Need Identification for Future Training	27
	3.3.1 Pedagogy	27
	3.3.2 Subject Competency	30
	3.3.3 Professional Competency.	34
	3.3.4 Activity Related Training.	37
	3.3.5 Aspects Related to Evaluation	40
	3.3.6 Selection for Nature of Training	42
	3.3.7 Computer Training	44
3.4.0	Opinions of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools	46
	3.4.1 Opinions of B.R.C. coordinators with reference to Administrative Components of Training	47
	3.4.2 Opinions of C.R.C. coordinators with Reference to Administrative Components of Training	48
	3.4.3 Opinions of Education Inspectors with Reference to Administrative Components of Training	49
	3.4.4 Opinions of Principals of pay centre school with Reference to Administrative Components of Training	50
	3.4.5 Opinions of B.R.C. coordinators, C.R.C. coordinators, Education inspector and Principals of pay centre schools with Reference to Effective Execution of Training	52
	3.4.6 Opinions of C.R.C. coordinators with Reference to effective execution of Training	54
	3.4.7 Opinions of Education Inspectors with reference to effective execution of training	56
	3.4.8 Opinions of Principals of pay centre school with reference to effective execution of training	58
3.5.0	Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with respect to infrastructure, training materials, interest of teachers, duration of programme , resource persons and obstacles for training	59
	3.5.1 Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to training material	59
	3.5.2 Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with reference to interest of teachers regarding training.	60
	3.5.3 Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to interest of teachers regarding training.	63
	3.5.4 Feedback of B.R.C.C, C.R.C.C., Education Inspectors and Principals of pay centre schools with reference to mode of training and obstacles for training program	64
	3.5.5 Analysis of Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with reference to Duration of Training program	65

	3.5.6 Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with reference to Implementation of training program	66
	3.5.7 Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with reference to. Effectiveness of training program	67
3.6.0	Findings	68
	3.6.1 Findings Related Advantages and Disadvantages of the Training	68
	3.6.2 Findings Related to Feedback of Teachers	69
	3.6.3 Findings Related to Needs of the Training	71
	3.6.4 Findings Related to Opinions of BRCC, CRCC, EIs and Principals of Pay centre Schools	71
	3.6.5 Findings Related to Feedback of BRCC, CRCC, EIs and Principals of Pay centre Schools	72
3.7.0	Conclusion	74
	Bibliography	75
	Appendices	76- 163
	Appendix-A Tool – 1 Original and English Translated Copy	77
	Appendix-B Tool –2 Original and English Translated Copy	85
	Appendix-C Tool – 3 Original and English Translated Copy	99
	Appendix-D Tool – 4 Original and English Translated Copy	109
	Appendix-E Tool – 5 Original and English Translated Copy	116
	Appendix-F List of Schools and Field Investigators	131
	Appendix-G Appointment letter	161
	Appendix-H Acceptance Letter	162
	Appendix-I Certificate	163

Table Index

Sr. No.	Table No.	Contain	Page No.
1	2.1	Summary of the Sample for the Study	7
2	3.1.1	Percentages of Teacher's Opinions on Each Statement of Opinionaire	12
3	3.1.2	Percentages of Teacher's Opinions on Each Statement of Opinionaire with Reference to Gender	14
4	3.1.3	Percentages of Teacher's opinions on Each Statement of Opinionaire With Reference to Experience	17
5	3.2.1	Teachers' Feed Back on Effectiveness of Training	19
6	3.2.2	Teachers' Feed Back on Management of Training	20
7	3.2.3	Teachers' Feed Back on "Appropriateness of Training Modules	21
8	3.2.4	Teachers' Feed Back on "Facilities Provided During the Training	22
9	3.2.5	Teachers' Feed Back on "Duration of the Training	23
10	3.2.6(a)	Priority Order for Resource Persons	24
11	3.2.6(b)	Feed Back of Teachers' on Different Components Related to Resource Persons	25
12	3.2.6(c)	Feed Back of the Teachers Related to Methods/ Techniques Used by Resource Persons	26
13	3.3.1	Priority orders for Training of "Pedagogy	28
14	3.3.2(a)	Priority orders for Training related to "Competency of Main Subjects	30
15	3.3.2(b)	Priority orders for Training related to "Competency of Other Subjects	32
16	3.3.3	Priority orders for Training Related to "Professional competency	35
17	3.3.4	Priority orders for Components of Activity Related Training	38
18	3.3.5	Priority orders for Training related to evaluation	40
19	3.3.6	Priority orders for Nature of Training	42
20	3.3.7	Priority orders for Training Related to computer	44
21	3.4.1	Percentage of B.R.C.C.'s opinions with reference to administrative components of training	47
22	3.4.2	Percentage of C.R.C.C.'s Opinions with reference to administrative components of training	48
23	3.4.3	Percentage of E.I.'s Opinions of with reference to administrative components of training	49
24	3.4.4	Percentage of Opinions of pay centre school's Principals with reference to administrative components of training	50
25	3.4.5	Percentage of B.R.C.C.'s opinions with reference to effective execution of training	52

26	3.4.6	Percentage of C.R.C.C.'s opinions with reference to execution of training	54
27	3.4.7	Percentage of E.I.'s opinions with reference to effective execution of training	56
28	3.4.8	Percentage of pay centre school's principals' opinions with reference to effective execution of training	58
29	3.5.1	Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to training material	60
30	3.5.2(a)	Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to interest of teachers regarding training	61
31	3.5.2(b)	Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to interest of teachers regarding training	62
32	3.5.2(c)	Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to interest of teachers regarding training	62
33	3.5.3	Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to resource persons of training	63
34	3.5.5(a)	Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to Duration of Training program	65
35	3.5.5(b)	Duration of Training	66
36	3.5.6	Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to Implementation of training program	66

Graph Index

Sr. No.	Graph No.	Show	Page No.
1	3.3.1	Priority orders of Training in Pedagogical Aspects	29
2	3.3.2 (a)	Priority orders of Training in Competency of Main Subjects	31
3	3.3.2 (b)	Priority orders of Training in Competency of Other Subjects	33
4	3.3.3	Priority orders of Training in Professional competency	36
5	3.3.4	Priority orders for Activity Related Training	39
6	.3.3.5	. Priority orders for Training in Evaluation	41
7	3.3.6	Priority orders for Nature of training	43
8	3.3.7	Priority orders for Training Related to Computer	45

List of Abbreviations

- BRC** : **Block Resource Centre**
- BRCC** : **Block Resource Centre Coordinator**
- BRP** : **Block Resource person**
- BRG** : **Block Resource Group**
- B.Ed** : **Bachelor of Education**
- CRC** : **Cluster Resource Centre**
- CRCC** : **Cluster Resource Centre Coordinator**
- DRG** : **District Resource Group**
- EI** : **Education Inspector**
- DIET** : **District Institute of Education and Training**
- P.T.C.** : **Primary Teachers Course**
- SRG** : **State Resource Group**
- SSA** : **Sarva Shiksha Abhiyan**
- SSAM** : **Sarva Shiksha Abhiyan Mission**

Executive Summary

□ Introduction

Sarva Shiksha Abhiyan is an effort to universalize 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.

SARVA SHIKSHA ABHIYAN is an effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.

An opportunity for States to develop their own vision of elementary education. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

□ Objectives of the Study

1. To study the opinions of the government primary school teachers about training provided to them under S.S.A .project regarding impact of training with respect to gender and experience
2. To get the feedback of Government primary school teachers about training provided to them under S.S.A. project regarding effectiveness of training techniques, management of training , , appropriateness of training modules, , infrastructure and facilities provided , appropriateness of training modules duration of training and quality of resource persons
3. To identify the needs of teachers regarding further training

4. To study the opinions of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors, Principals of pay centre schools regarding various administrative components and effective execution of training programme for teachers
5. To get the feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors, principals of pay centre schools regarding infrastructure, training materials, interest of teachers, and duration of programme, resource persons and obstacles for training

□ Research Questions

1. What are the opinions of teachers regarding advantages of training on classroom interaction?
2. What are the opinions of teachers regarding disadvantages of training on classroom interaction?
3. Is there any difference between opinion of teachers regarding advantages and disadvantages of training on classroom interaction with respect to Gender and experience?
4. What are the feedbacks of government primary school teachers about the effectiveness of training techniques?
5. What are the feedbacks of government primary school teachers about the management of training?
6. What are the feedbacks of government primary school teachers about the appropriateness of training modules?
7. What are the feedbacks of government primary school teachers about the infrastructure and other facilities provided?
8. What are the feedbacks of government primary school teachers about duration of training?
9. What are the feedbacks of government primary school teachers about the quality of resource persons?
10. What are needs of teachers regarding further training?
11. What are the opinions of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools regarding administrative components and effective execution of training?

12. What are the feedbacks of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools about infrastructure, training material?
13. What are the feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools about interest of teachers regarding training?
14. What are the feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools regarding resource persons and obstacles for training?
15. What are the feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools on training provided to teachers?

□ Population and Sample

The present study was carried out to study the opinions of government primary school teachers, B.R.C coordinators, C.R.C coordinators, Education Inspectors and Principals of pay centre schools regarding the training provided by government of Gujarat under S.S.A. Project. Hence all the teachers of government primary schools, B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools working across the Gujarat were the population for the study.

□ Sample for the Study

Sample for the present research project was selected as follows.

A list of all talukas was prepared for each district of Gujarat out of that two talukas were selected randomly from each district. Thus 50 talukas were identified. Two clusters were randomly selected by lottery method from the list of clusters obtained from B.R.C. coordinator for each selected taluka. From each selected cluster five schools were selected randomly and from each school, five teachers who had undergone SSA training constituted the sample for the current research project. Thus approximately 2520 teachers were sample for the present research. C.R.C. coordinators and Principals of the pay centre schools of the selected cluster were also included as sample for the current research project. B.R.C. coordinators and Education Inspectors of selected Talukas were also be included as sample for the present research.

□ Tools

Following tools were constructed and used in order to collect the data from teachers, B.R.C. coordinator, C.R.C. coordinator, Education inspector and principal of pay center schools.

❖ **In order to collect the data from primary teachers the following tools were prepared and used.**

1. Opinionnaire

5 point response opinionnaire was constructed and used in order to collect opinions regarding advantages and disadvantages of the training on class room teaching. This opinionnaire includes 25 statements, among them 19 statements are positive and 6 statements are negative. Teachers have to response in five categories. i.e. SA , A, N ,DA ,SDA. This opinionnaire is presented as appendix A.

2. Questionnaire

Questionnaire was prepared in order to collect information related to their qualification, experiences, subject of their interest, management of training, quality of resource persons, infrastructural facilities, and appropriateness of training modules and effectiveness of training modules. There were 33 statements related to content. This Questionnaire is presented as appendix B.

3. Questionnaire

Questionnaire was prepared and used to seek the information regarding their needs for future training. In this Questionnaire suggested responses were given after each question and respondent has to give priority order to them. There were seven components which include pedagogy, subject competency, professional competency, activities related training,

Evaluation aspects, nature of training /techniques and computer. Responses were taken according to above components. No of sub points differ in component wise. For each component teacher has to select their option and give priority order within that. This Questionnaire is shown as appendix C.

❖ **In order to collect the data from B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools the following tools were prepared and used.**

4. Opinionnaire

5 point response opinionnaire was constructed and used in order to collect opinions regarding administrative components and effective execution of training . There were 30 statements. Teachers had to response in five categories. i.e. SA, A, N ,DA ,SDA. The related to administrative components includes items on time schedule of training, resource persons of training, duration and mode of training and grant allocation for training. The items related to effective execution of training includes items on interest of teachers , preparation of resource persons, regularity of teachers , infrastructure and training etc. This Opinionnaire is attached as appendix D.

5. Questionnaire

A questionnaire was constructed and used in order to get their feedback with respect to Components of various administrative aspects of training like training material, interest of teachers, duration of prograame, resource persons and obstacles of training. This Questionnaire is shown as appendix E.

□ Data Collection

The data was collected from teachers, B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools through opinionnaire & questionnaire. To collect data, workshop was organized for Field investigators. The Workshop was organized with the help of the resource persons and 50 field investigators were trained to get data from the respondents. Each field investigator visited 10 schools from the selected Taluka and collected the data from the teachers. They also collected the data from B.R.C. Coordinators, C.R.C. Coordinators, Education Inspectors and Principals of pay center schools. List of field investigator is shown as Appendix– F.

□ Data Analysis

- Response of the teachers and other respondents on opinionnaire was analyzed using percentage technique.
- Response of the teachers and other respondents on Questionnaire were analyzed using simple statistical techniques like percentage and frequency distribution.
- Data obtained by questionnaire, prepared to identify the future needs of teachers was analyzed by average priority order. Frequencies were calculated from priority

order given by the teachers for each subcomponent. Then frequency no. multiplied by decided weightage. Decided weightage was calculated by dividing total score of each subcomponent by no. of responded for that component. The average priority order was decided by average score of each subcomponent. For each component priority order was classified, analysis and interpret

- Content Analysis was done for analyzing the data of open ended Questionnaire.

□ Findings

Findings of the present research project are discussed as under.

3.6.1 Findings Related Advantages and Disadvantages of the Training

1. As per the teachers' opinion, highest benefit of the training was "Training is helpful to understand new syllabus." 87.52% of teachers agreed with it.
2. As per the teachers' opinion, second highest benefit of the training was "Proper use of audio visual aids in classroom can be learned by training."86.09% of teachers agreed with it.
3. At the third position, 83.71% of teachers were agreed on that "Presentation of difficult contents can be make easy by training."
4. 57.25% of teachers agreed that "Every matter taught in training is difficult to implement in the classroom." In context to gender , male teachers opined that highest benefit of the training was "Training is helpful to understand new syllabus." 90 % of Male teachers opined the same while 84.84 % of female agreed on that.
5. Female teachers opined that highest benefit of the training was "Proper use of audio visual aids in classroom can be learned by training."85.71% of female teachers opined the same , while 87.02 male teachers agreed on that.
6. At the second position male teachers agreed on statement 25. 88.18 % of them opine that "Presentation of difficult contents can be making easy by training." but only 79.28% of female teachers agreed on this statement.
7. 58.15% of female and 56.46% of male teachers agreed on that "Every matter taught in training is difficult to implement in the classroom."
8. In context to experience teachers, more experienced teachers opined that highest benefit of the training was "Training is helpful to understand new syllabus." 88.33%

- of more experienced teachers agreed on it, while 84.50 % of less experienced teachers opined the same..
9. Less experienced teachers opined that highest benefit of the training was “Proper use of audio visual aids in classroom can be learned by training.”85.44% of less experienced teachers agreed on it, while 86.27 % of more experienced teachers opined the same.
 10. 53.27% of more experienced and 56.46% of less experienced teachers agreed on that “Every matter taught in training is difficult to implement in the classroom.”

3.6.2 Findings Related to Feedback of Teachers :

1. 61.75% of teachers opines that training was interesting due to planning of training. Thus the planning of the training is the main reason to make the training interesting.
2. Group discussion was the most effective technique for the training, 58.65% of the teachers opined that, whereas seminar and workshop found least effective.
3. 78.48% of teachers were certain that non-residential training was more effective.
4. 43.61% of teachers opine that management of training at cluster level was more effective, where as equal numbers of teachers believe that management of training at block level, district level and state level was effective.
5. 61.57% of teachers agree that the training was conducted according to the timetable.
6. 80.62% of teachers expressed that the information regarding training programme was intimated well in time.
7. 72.50% of teachers experienced that officer’s visits at the training venue did not create any hurdle or disturbance.
8. 75.15% of teachers informed that the attendance was taken twice a day.
9. 71.85% of teachers believe that the quality of training modules were of high standard.
10. 92.52% of teachers opine that the training modules were available well in time when 93.96% of teachers expressed that the stationeries for the training were available well in time.
11. According to the 97.19% of teachers, the new innovation and trends were incorporated in the training modules.

12. 70.17% of teachers were satisfied over the facilities provided to them at night stay.
13. 82.79% of teachers agreed that the venue of the training programme was convenient.
14. 49.76% of teachers declared that one day training program was sufficient.
15. Teachers had given first priority to the DIET'S lecturer and experience teachers as resource persons.
16. 52.87% of teachers opine that work of resources persons was always of good quality, whereas 41.76% of teachers opine that work of resources persons was most of the time of good quality.
17. 68.25% of teachers agreed that blackboard was used as teaching aid in training, where as 61.23% of teachers opine that charts were used by experts in training. O.H.P. and L.C.D. were least used in training.
18. 44.68% of teachers believe that experts provide chance to teachers to express their views. 36.19% of teachers agreed that experts have motivated them. 13.33% of teachers agreed that experts enforced their ideas on them.
19. 60.06% of teachers believe that experts were having good mastery over content.

3.6.3 Findings Related to Needs of the Training

1. The Highest need for training suggested by the teachers, for pedagogical aspects were "Teaching through activity" and training for "Learning disability" respectively. Lowest need suggested by the teachers were "Teaching with correlation" and "Planning of competency based teaching" respectively.
2. For subject related training teachers found highest need in the mathematics and second highest need in the English. The least prioritized subjects were Hindi and Sanskrit respectively.
3. Among all 11 components of professional competency, teachers found highest training need in "computer". Training of "child psychology" and "Time management" came on second and third priority respectively. Least prioritized components by teachers were "Communication" and "motivation" training respectively.
4. Teachers opined highest need of training for "Project work" and next to that was "Action research". Whereas "Report writing" was least needed.

5. From all components of evaluation, teachers feel that they need more training related to “Continuous and comprehensive evaluation” and the next to that was “Diagnostic test.” and they required least training related to “Grading system”.
6. Out of all the nature of training components, teachers prefer highest training Through “Audio-visual aids”, Where as second highest preference was given to “Group discussion” and “Demonstration Method”, Where as ‘Assignment Method.’ Was least preferred.
7. Among all the components of computer training, highest priority was given to “M S Word” and the next to that was “M S Power Point.” They want Least Training in “CAL”

3.6.4 Findings Related to opinions of BRCC, CRCC, EIs and Principals of Pay centre Schools

1. Training programs were organized as per planned time table (90% R.C.C.,90.62% C.R.C.C., 95%E.I.,and 90.80% principals of pay centre schools)
2. 56% B.R.C.C.,54% C.R.C.C.,52.38% E.I. and 60.21% principals of pay centre schools opines face to mode of training was more effective then on air training.
3. Only 42.86% E.I. and 51.03 % principals of pay centre schools agree that amount given to resource persons is sufficient while 60% B.R.C.C. and 57.29% C.R.C.C agree on it.
4. 60% B.R.C.C. 53.13% C.R.C.C. disagree that training programs were organized mostly on same subjects whereas 52.38% E.I. and 51.02 % principals of pay centre schools disagree on it.
5. 61% E.I., 60.21% principals of pay centre schools disagree on more numbers of teachers were allotted in one section during training while only 58% B.R.C.C. and 48.96% C.R.C.C. disagree on it.
6. 94% B.R.C.C., 93.75% C.R.C.C., 83.33%E.I. and 96.94% principals of pay centre schools opine that they get complete cooperation of Principals of the schools where training was organized.
7. 94% B.R.C.C., 80.21% C.R.C.C., 83.33%E.I. and 79.59% principals of pay centre schools opine that higher officials cooperate in planning and implementation of training.

8. Only 50% B.R.C.C., 50.01% C.R.C.C., 33.34% E.I. and 46.94% principals of pay centre schools agree that appropriate disciplinary actions were taken for irregular teachers.
9. 88% B.R.C.C., 87.50% C.R.C.C., 83.34% E.I. and 74.49% principals of pay centre schools opine that most of the teachers do not remain present after recess.
10. Only 42% B.R.C.C., 58.33% C.R.C.C., 61.91% E.I. and 54.09 % principals of pay centre schools disagree that there is lot of wastage of time in inauguration of training programs.
11. Only 44% B.R.C.C., 51.04% C.R.C.C., 35.71 % E.I. and 43.87 % principals of pay centre schools disagree that resource persons generally change their topic of training.

3.6.5 Findings Related to Feedback of BRCC, CRCC, EIs and Principals of Pay centre Schools

1. 98% B.R.C.C., 96.9% C.R.C.C., 92.9 E.I., 94.9 Principals of pay centre schools responds that Physical infrastructure like seating arrangement, arrangement for food were available as per the requirements of training program but there is not much attention paid on cleanliness. Few of them opine that there was no arrangement of chairs for the teachers of old age which becomes a hindrance in their training.
2. 97.92% C.R.C.C., 96% B.R.C.C. and 93% E.I. and Principals of pay centre schools responds that modules and the teaching learning material for training were made available at proper time and in sufficient number as per the requirement of training
3. 90% B.R.C.C., 91% C.R.C.C., 76% E.I. and 90% Principals of pay centre schools opines responds that teachers take proper interest in training. But few of them opines that some teachers seem to be less interested due to organization of frequent trainings and compulsorily to attending training of all subjects.
4. As per first priority order given by C.R.C.C., E.I. and Principals of pay centre schools reveals that teachers take more interest in learning content and least interest in learning content cum methodology.
5. Attitude development was given first priority order by B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools which means in order to enhance professional competency of teachers the training of attitude development is more effective.

6. In order to enhance professional competency of teachers the training of communication was least effective as per last priority order given on same item by B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools
7. 54% C.R.C.C., 42.71% B.R.C.C. and 51% Principals of pay centre schools opines that Vidhya Sahayaks take more interest and enthusiastically participate in training, but as per the 45.2 % feedback of E.I. reveals that teachers having experience of five to fifteen years take more interest and enthusiastically participate in training.
8. Teachers having experience of more than fifteen years take least interest in training as per lowest opinion with 11.5 % B.R.C.C., 28% C.R.C.C., and 16.7% E.I. and 17.4% Principal of pay centre l schools.
9. First priority order given by BRCC, C.R.C.C., E.I. and Principal of pay central school to experienced teachers which means the help of experienced teachers was taken highest as resource person of training and experienced teachers proved effective as resource persons for training.
10. 92% B.R.C.C., 98% C.R.C.C., 95 % E.I. and 93% Principals of pay centre schools opines that face to face mode of training was more effective compared to on air training
11. 40 % B.R.C.C., 54.17% C.R.C.C., 52.4% E.I. and 57.1% Principal of pay centre school opines that one day training was most effective
12. 60% B.R.C.C., 62.5% C.R.C.C., 59.5% E.I. and 64.3% Principal of pay centre school opines that non residential training was most effective.

□ Recommendations

As per the feedback received by teachers, BRCC, CRCC, EI and principals of pay centre schools training proved quite fruitful. But in order to make it more effective following recommendations should be considered.

- Training should be organized in such a way that it should not affect the regular teaching – learning process.
- Content taught at B.Ed. and P.T.C. should not be repeated in the training.
- Resource persons should make effective use of audio-visual teaching aids in order to make training more effective.

- The training for resource persons should also be organized in order to make their presentation for training more logical and referential.
- The planning at the cluster level found to be more effective, it possible training programs should be organized at cluster level.
- Resource persons should make effective utilization of seminar method and workshop.
- Extensive training programs for English and Mathematics subjects should be organized.
- Training program for continuous and comprehensive evaluation should be organized.
- Frequent training programmes for computer skill should be organized.
- Appropriate disciplinary actions should be taken for absent teachers.
- Face to face mode of training should be emphasized more.
- DIET lecturers and experienced teachers proved more effective as resource persons, so this matter should be considered at the time of selection of resource person.
- Training programmes for “Teaching through activity” and “Learning disability” should be organized.

Chapter 1

Introduction

1.0.0 Introduction

Sarva Shiksha Abhiyan is an effort to universalize 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.

SARVA SHIKSHA ABHIYAN is an effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.

An opportunity for States to develop their own vision of elementary education. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

1.1.0 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

1.2.0 Background of the Present Research Project

In order to achieve the goals of SSA government of Gujarat is really striving hard and one of the major steps in this regard is to make the teachers' competent. Appointment of primary teachers is being done completely on the basis of their educational and professional qualifications. Whatever updated may be the curriculum of pre service training program, but looking towards the expanding horizons of education that is not sufficient for lifelong learning. Therefore the training of teachers has become essential in order to make them competent in innovative trends, methods, techniques, audio visual aids, teaching -learning material etc.

With the joint efforts of Gujarat govt. and educationists, SSA is organizing teachers training program every year. In the year 2010 the training was provided at state level and in the year 2011 the training was provided at district level. The objective behind organizing training is to make teachers efficient and competent to achieve the goals of SSA. Hence it becomes very important to know the feedback of teachers and their needs for future training programs. This project is an effort in the same direction.

Under Sarva shiksha Abhiyan Mission it was decided to provide 20 days In Service Training to all the primary teachers of Gujarat State as per the provision in AWP & B OF 2011-12. As per the needs of teachers of district, each district has decided the subjects of training and kept the provision in their budget. The budget of 2011-12 includes teachers training with reference to all SSA intervention and it also considers teachers opinions of 2010-2011 with regard to teachers training.

Each district has prepared annual training calendar for 20 days teacher training program by inviting DRG members ,expert resource persons like experienced teachers, BRC/CRC coordinators, DIET lecturers etc..

As per the needs of teachers the content based training subjects were included in 2011-12 training, therefore 14 days training from 18th April to 5th May was organized in face to face mode. As decided above, 14 days non residential training was organized in which initial 10 days training at block level and later 4 days training at cluster level were organized. For that each district was asked to prepare their day wise and subject wise planning with the guidance of DIET.

Joint training for teachers of specific standards was organized as per previous years planning at block level, which includes different activities /projects according to the standards in order to maintain a continuity and comfort in the present training.

(A) Planning for 10 days training at block level

The seating arrangement for teachers of two or three nearby clusters was as follows.

A Cluster	B Cluster	C Cluster
A-1-2	A-3-4	A-5-6-8
B-1-2	B-3-4	B-5-6-8
C-1-2	C-3-4	C-5-6-8

Std.1 and 2 teachers of Pragna School were excluded from the above planning. Seven days training for Pragna teachers at block level was organized separately.

(B) Planning for 4 days training at cluster level

The planning for cluster level was followed as per the previous year planning. Teachers of Pragna school Std.1 and 2 were excluded from the cluster level training. Separate training was organized for them.

(1) Strategies for planning, implementation and monitoring of districts

(A) At District level

- Preparation of daily time table for 10 days training at block level and four days training at cluster level
- seating arrangement
- Clarification of Cluster wise Role of CRG experts
- Effectiveness and regularity of teachers in training
- Arrangement of timely distribution of training material
- advance allocation of grant
- Strategy for proper monitoring of training

(B) At Taluka level

- Coordination of Taluka level work was done by BRC coordinator with the cooperation of Taluka education inspector.
- To collect Sufficient Training material and grant from district level and provide it to CRC coordinator before starting of training.
- Preparation of updated information of number of trainees, Experts name (CRG) training place for each CRC.
- Systematic arrangement for teachers to reach on time and remain present for full time.
- Issue an order to CRC coordinator to keep reporting about presence/absent and irregular teachers and maintain secrecy about it.

(C) At CRC level

- Issue an order for training according to instruction given by district level and Taluka level
- Organize a coordination meeting with CRG's and plan according to timetable.
- Prepare a report and attendance register.
- Organize an effective training according to timetable

(2) Provision for expenses during training

During the 14 days training the expense related to training module was as follows- Each teacher per day 100 Rs.* 10 days at block level . Each teacher per day Rs. 50 × 4 days at cluster level.

This allocated grant includes training modules TA-DA as per ST bus fare, refreshment and stationary.

(3) Distribution of training modules

Modules prepared and printed by each district according to their needs with the help of DIET were distributed as per previous year planning 1. all teachers except non granted school teachers as per provision AWP& B (2) one set for each non granted school (3) for present Pravasi school teachers one set for each institute (4) for Pragna school teacher, state will provide separate materials

(4) About rewarding resource persons at block/cluster level

Special reward of Rs 50 to be given to the teachers working as CRG experts in order to retain their enthusiasm, taking a positive note of their work and for encouraging enthusiastic and teachers having content mastery .

(5) Training duration

Training was arranged during school hours as per the guidelines of SSAM and circular dated 7-2-2007 from education department. Training Time for the year 2010-11 was kept 7.30 am to 1 pm. As per the suggestions of 2009-10 monitoring team.

Chapter 2

Methodology

2.0.0 Introduction

This chapter deals with the methodological and procedural part of the current project under investigation (Feedback of Teachers and their needs regarding Teacher Training). The current chapter describes design of research which includes Population and sample, method of research, tools for data collection, procedure regarding data collection and finally the techniques of data analysis.

2.1.0 Statement of the Research Project

This Research Project was carried out to study the feedback of primary teachers of govt. primary schools on teachers training given to them and their needs regarding further training with reference to gender and experience.

Title of the Study

Feedback of Teachers and Their Needs Regarding Teacher Training

2.2.0 Objectives of the Study

1. To study the opinions of the government primary school teachers about training provided to them under S.S.A .project regarding impact of training with respect to gender and experience
2. To get the feedback of Government primary school teachers about training provided to them under S.S.A. project regarding effectiveness of training techniques, management of training , , appropriateness of training modules, , infrastructure and facilities provided , appropriateness of training modules duration of training and quality of resource persons
3. To identify the needs of teachers regarding further training
4. To study the opinions of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors, Principals of pay centre schools regarding various administrative components and effective execution of training programme for teachers
5. To get the feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors, principals of pay centre schools regarding infrastructure, training materials, interest of teachers, and duration of programme, resource persons and obstacles for training

2.3.0 Research Questions

1. What are the opinions of teachers regarding advantages of training on classroom interaction?
2. What are the opinions of teachers regarding disadvantages of training on classroom interaction?
3. Is there any difference between opinion of teachers regarding advantages and disadvantages of training on classroom interaction with respect to Gender and experience?
4. What are the feedbacks of government primary school teachers about the effectiveness of training techniques?
5. What are the feedbacks of government primary school teachers about the management of training?
6. What are the feedbacks of government primary school teachers about the appropriateness of training modules?
7. What are the feedbacks of government primary school teachers about the infrastructure and other facilities provided?
8. What are the feedbacks of government primary school teachers about duration of training?
9. What are the feedbacks of government primary school teachers about the quality of resource persons?
10. What are needs of teachers regarding further training?
11. What are the opinions of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools regarding administrative components and effective execution of training?
12. What are the feedbacks of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools about infrastructure, training material?
13. What are the feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools about interest of teachers regarding training?
14. What are the feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools regarding resource persons and obstacles for training?

15. What are the feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools on training provided to teachers?

2.4.0 Delimitations of the Study

The present study was delimited to the Govt. primary school teachers only.

2.5.0 Population and Sample

The present study was carried out to study the opinions of government primary school teachers, B.R.C coordinators, C.R.C coordinators, Education Inspectors and Principals of pay centre schools regarding the training provided by government of Gujarat under S.S.A. Project. Hence all the teachers of government primary schools, B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools working across the Gujarat were the population for the study.

❑ Sample for the Study

Sample for the present research project was selected as follows. A list of all talukas was prepared for each district of Gujarat out of that two talukas were selected randomly from each district. Thus 50 talukas were identified. Two clusters were randomly selected by lottery method from the list of clusters obtained from B.R.C. coordinator for each selected taluka. From each selected cluster five schools were selected randomly and from each school, five teachers who had undergone SSA training constituted the sample for the current research project. Thus approximately 2520 teachers were sample for the present research. C.R.C. coordinators and Principals of the pay centre schools of the selected cluster were also included as sample for the current research project. B.R.C. coordinators and Education Inspectors of selected Talukas were also be included as sample for the present research. The statistic of the sample is given in the below table.

Table No: 2.1 Summary of the Sample for the Study

Respondents	Number of Respondents (Approximately)
Primary School Teachers	2520
C.R.C .Coordinators	96
Principals of Pay centre Schools	98
B.R.C. Coordinators	50
Education Inspector	42
Total	2806

2.6.0 Methodology of Research Project

Survey Method was adopted for the study. The collection of the data was done by the field investigators who visited the schools. The field investigators were trained in the workshop organized at Faculty of Education, KSV University, Gandhinagar. The field investigators were acquainted with the conceptual framework of the study and method of collecting the data and filling the different tools.

2.7.0 Tools for Data Collection

Following tools were constructed and used in order to collect the data from teachers, B.R.C. coordinator, C.R.C. coordinator, Education inspector and principal of pay center schools.

❖ In order to collect the data from primary teachers the following tools were prepared and used.

1. Opinionnaire

5 point response opinionnaire was constructed and used in order to collect opinions regarding advantages and disadvantages of the training on class room teaching. This opinionnaire includes 25 statements, among them 19 statements are positive and 6 statements are negative. Teachers have to response in five categories. I.e. SA, A, N, DA, SDA. This opinionnaire is presented as appendix A.

2. Questionnaire

Questionnaire was prepared in order to collect information related to their qualification, experiences, subject of their interest, management of training, quality of resource persons, infrastructural facilities, and appropriateness of training modules and effectiveness of training modules. There were 33 statements related to content. This Questionnaire is presented as appendix B.

3. Questionnaire

Questionnaire was prepared and used to seek the information regarding their needs for future training. In this Questionnaire suggested responses were given after each question and respondent has to give priority order to them. There were seven components which include pedagogy, subject competency, professional competency, activities related training,

Evaluation aspects, nature of training /techniques and computer. Responses were taken according to above components. No of sub points differ in component wise. For

each component teacher has to select their option and give priority order within that. This Questionnaire is shown as appendix C.

- ❖ In order to collect the data from B.R.C.C.,C.R.C.C.,E.I. and Principals of pay centre schools the following tools were prepared and used.

4. Opinionnaire

5 point response opinionnaire was constructed and used in order to collect opinions regarding administrative components and effective execution of training. There were 30 statements. Teachers had to response in five categories. I.e. SA, A, N, DA, SDA. The related to administrative components include items on time schedule of training, resource persons of training, duration and mode of training and grant allocation for training. The items related to effective execution of training includes items on interest of teachers, preparation of resource persons, regularity of teachers, infrastructure and training etc. This Opinionnaire is attached as appendix D.

5. Questionnaire

A questionnaire was constructed and used in order to get their feedback with respect to Components of various administrative aspects of training like training material, interest of teachers, duration of prograame, resource persons and obstacles of training. This Questionnaire is shown as appendix E.

2.8.0 Data Collection

The data was collected from teachers, B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and principals of pay centre schools through opinionnaire & questionnaire. To collect data, workshop was organized for Field investigators. The Workshop was organized with the help of the resource persons and 50 field investigators were trained to get data from the respondents. Each field investigator visited 10 schools from the selected Taluka and collected the data from the teachers. They also collected the data from B.R.C. Coordinators, C.R.C. Coordinators, Education Inspectors and Principals of pay center schools. List of field investigator is shown as Appendix– F.

2.9.0 Data Analysis

- ❑ Response of the teachers and other respondents on opinionnaire was analyzed using percentage technique.
- ❑ Response of the teachers and other respondents on Questionnaire were analyzed using simple statistical techniques like percentage and frequency distribution.

- ❑ Data obtained by questionnaire, prepared to identify the future needs of teachers was analyzed by average priority order. Frequencies were calculated from priority order given by the teachers for each subcomponent. Then frequency no. multiplied by decided weightage. Decided weightage was calculated by dividing total score of each subcomponent by no. of responded for that component. The average priority order was decided by average score of each subcomponent. For each component priority order was classified, analysis and interpret
- ❑ Content Analysis was done for analyzing the data of open ended Questionnaire. Thus in this chapter the basic outline of the research is presented.

Chapter 3

Data Analysis and Interpretation

3.0.0 Introduction

In the first chapter of the present research a brief introduction of SSA, its objectives and functions and the training being given by it, besides a brief introduction of planning and execution of the training and abstracts of the related literature were given. The methodological part was described in chapter two. This chapter deals with data analysis, interpretations and findings. To study the feedback of teachers related to teacher training, 5 objectives and 15 research questions were framed. To access these objectives the field investigators had collected data from 2520 teachers, 96 CRCCs, 50 BRCCs, 42 EIs and 98 principals of pay centre schools with help of five different tools. The data analyzed and interpreted as follows.

3.1.0 Opinions of Teachers Regarding Advantages and Disadvantages of Training on Classroom Teaching

If outcome of training imparted to teachers at different intervals reach to classroom then only it is worthy. It is necessary to know the positive and negative effects of different aspects of training given to teachers on classroom teaching. The first objective of this research project was to study the opinions of teachers regarding advantages and disadvantages of training imparted to them on classroom teaching. To materialize first objective of the present study, an opinionnaire was constructed which includes 25 statements, among them 19 statements were positive and 6 statements were negative. Teachers had to respond on it by selecting one response category. Categories were strongly agreed (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SDA). Then strongly agree (SA), and agree (A) responses were combined and Disagree (DA) and Strongly Disagreed (SDA) were also combined.

3.1.1 Over All Opinions of Teachers

To get the answers of first two research questions responses from teachers on the opinionnaire regarding advantages and disadvantages were converted into frequencies. These frequencies were converted into percentage. Teacher's responses related to each statement is shown in table 3.1.1.

Table-3.1.1: Percentages of Teacher's Opinions on Each Statement of Opinionaire

No.	Statements	Agree	Neutral	Disagree
1	Proper use of audio visual aids in classroom can be learned by training.	86.09	9.34	4.57
2	Enthusiasm is created for pre-preparation of teaching by training.	81.01	12.36	6.63
3	Lectures given by experts are useful in class room teaching.	80.33	14.14	5.52
4	Quality of classroom teaching is improved by training.	77.35	15.93	6.71
5	Contents taught at B.Ed and P.T.C. are repeated in training.	47.83	23.92	28.25
6	Various methods taught in the training can be effectively utilized in classroom interaction.	81.68	13.39	4.93
7	Training is helpful to identify the Individual differences of the students.	69.73	18.83	11.44
8	Regular teaching in school is affected due to training.	53.48	22.53	24.00
9	Modules provided in the training are helpful to make classroom teaching effective.	82.72	11.52	5.76
10	Training is useful to understand new syllabus.	87.52	9.34	3.14
11	Information regarding innovative teaching methods is provided by training, which makes classroom teaching more effective.	83.55	11.88	4.57
12	Techniques to make students active in the classroom can be taught through training.	80.17	13.11	6.71
13	Every matter taught in training is difficult to implement in the classroom.	57.25	26.38	16.37
14	Matters presented by invited experts in training are not according to our classroom arrangement.	40.88	27.73	31.39
15	Information regarding reference material can be obtained by the training.	79.94	12.55	7.51
16	Many problems of class work can be solved by the training.	73.66	15.45	10.89
17	Training is useful in classroom teaching by understanding child psychology.	72.47	19.43	8.10
18	Training provides knowledge related to various projects to be conduct by the students.	76.16	15.73	8.10
19	Training develops ability to create useful teaching materials.	77.79	16.17	6.04
20	Training is useful in class room teaching by identifying students' interest and understanding.	70.32	18.91	10.77
21	Matters are not taught during the training, which can be directly implemented in the classroom.	31.94	29.80	38.26
22	There is no difference observed in students' achievement during before and after training.	26.58	26.86	46.56
23	Self confidence of teachers is increases through training.	77.83	14.74	7.43
24	Training helps to understand the proper classroom interaction with students.	77.00	14.86	8.14
25	Presentation of difficult contents can be make easy by training.	83.71	10.85	5.44

It is observed from the above table 3.1.1 that more than 70% teachers were agreed on all positive statements.

For Agree (A) category, the highest percentage of opinion was obtained on statement number 10 which is 87.52 %.that means, Most of the teachers opined that, “Training is useful to understand new syllabus.” On the other hand 3.14 % of teachers disagreed on this fact, which is negligible.

At the second position 86.09% of the teachers agreed on the statement number 1 that “Proper use of audio visual aids in classroom can be learned by training.”

At the third position 83.71% of the teachers agreed on the statement number 25 that “Presentation of difficult contents can be making easy by training.”

For negative statements number 5, 8, and 13 Percentage of Agree is more than percentage of Disagree teachers. highest agreed percentage of opinion was obtain on statement number 13 which is 57.25% that means teachers believed that “Every matter taught in training is difficult to implement in the classroom.” Statement number 8 comes on the second position, where 53.48% of teachers believed that “Regular teaching in school is affected due to training.”

Among negative statements, 46.56% teachers were disagreed on statement number 22, which means they opined that “There is a difference in achievement of students before training and after training.” This shows their positive attitude towards training.

3.1.2 Opinions of Teachers in Context to Gender

In order to study is there any difference between the opinion of male and female teachers about the advantages and Disadvantage of training provided to them on class room interaction? To get the answer of this question the category wise frequencies of teachers’ opinion with references to gender was computed and converted into percentage. Percentage of teachers’ opinion with reference to gender is shown in table 3.1.2

Table 3.1.2: Percentages of Teacher’s Opinions on Each Statement of Opinionaire with Reference to Gender

NO.	Statements	Agree		Neutral		Disagree	
		Male	Female	Male	Female	Male	Female
1	Proper use of audio visual aids in classroom can be learned by training.	87.02	85.71	9.87	8.60	5.48	3.31
2	Enthusiasm is created for pre-preparation of teaching by training.	79.57	82.61	13.23	11.15	6.17	7.28
3	Lectures given by experts are useful in class room teaching.	82.45	77.80	13.71	14.74	4.87	6.43
4	Quality of classroom teaching is improved by training.	81.05	73.91	16.18	15.60	7.13	6.14
5	Contents taught at B.Ed and P.T.C. level are repeated in training.	48.70	47.41	23.30	24.76	30.02	25.80
6	Various methods taught in the training can be effectively utilized in classroom interaction.	80.94	82.35	13.37	13.42	4.73	5.20
7	Training is helpful to identify the Individual differences of the students.	71.32	68.30	18.16	19.75	12.54	9.92
8	Regular teaching in school is affected due to training.	53.93	53.31	21.59	23.82	25.70	21.64
9	Modules provided in the training are helpful to make classroom teaching effective.	84.02	80.83	11.17	12.00	4.59	7.37
10	Training is helpful to understand new syllabus.	90.00	84.84	9.05	9.74	2.88	3.50
11	Information regarding innovative teaching methods is provided by training, which makes classroom teaching more effective.	85.69	81.29	11.93	11.81	4.18	5.10
12	Techniques to make students active in the classroom can be taught through training.	76.99	83.88	13.64	12.38	7.54	5.58
13	Every matter taught in training is difficult to implement in the classroom.	56.46	58.15	25.63	27.41	17.41	14.93
14	Matters presented by invited experts in training are not according to our classroom arrangement.	41.53	40.87	27.96	27.41	32.83	29.40
15	Information regarding reference material can be obtained by the training.	80.74	78.88	12.54	12.57	6.85	8.41
16	Many problems of class work can be solved by the training.	75.35	71.49	15.15	15.88	9.94	12.19
17	Training is useful in classroom teaching by understanding child psychology.	75.05	69.86	20.15	18.43	7.33	9.17
18	Training provides knowledge related to various projects to be conduct by the students.	78.45	74.01	16.24	15.03	7.95	8.32
19	Training develops ability to create useful teaching materials.	79.93	75.31	15.63	16.92	5.69	6.52
20	Training is useful in class room teaching by identifying students’ interest and understanding.	71.09	69.71	19.47	18.15	10.62	10.96
21	Matters are not taught during the training, which can be directly implemented in the classroom.	31.92	32.18	29.47	30.25	39.14	37.05
22	There is no difference observed in students’ achievement during before and after training.	27.33	26.40	26.32	27.60	48.59	43.76
23	Self confidence of teachers is increases through training.	84.40	71.22	14.60	14.93	7.47	7.37
24	Training helps to understand the proper classroom interaction with students.	78.72	76.14	16.59	12.48	8.70	7.37
25	Presentation of difficult contents can be make easy by training.	88.18	79.28	11.38	10.11	5.00	6.05

It is observed from the table 3.1.2 that opinions of male and female teachers for all positive statements were highest in agree category. Percentage of male teachers in agrees category for all positive statements is more than 70%. While percentage of female teachers in agree category for all positive statements is also more than 70% except statement number 7.

Male teachers agreed highest on the statement number 10 .90% of male teachers agreed on that the “Training is helpful to understand new syllabus.” While in the case of female teachers this statement secured second position with 84.84%.

Female teachers agreed highest on the statement number 1 .85.71% of female teachers agreed on that the” Proper use of audio visual aids in classroom can be learned by training.”While in the case of male teachers this statement secured third position with 87.02%

At the second position male teachers agreed on statement 25. 88.18 % of them opine that “Presentation of difficult contents can be making easy by training.” but only 79.28% of female teachers agreed on this statement.

In the case of statement no.23 there was a wide difference between the opinions of male and female teachers.84.40% of male teachers opined that “Self confidence of teachers is increases through training.”, but only 71.22% of female teachers opined the same.

From all negative statements male and female teachers highly agreed on statement number 13. 56.46% of male and 58.15 % of female teachers opined that “Every matter taught in training is difficult to implement in the classroom.” Among all negative statements, statement no.8 was on second position. 53.93% of male teachers and 53.31% of female teachers opined that “Regular teaching in school is affected due to training.” For statement no. 22, 48.59% of male teachers and 43.76% of female teachers opined that they observe positive effect of training on the achievement of the Students.

3.1.3 Opinions of Teachers in Context to Experience

In order to study , Is there any difference between the opinion of more experienced and less experienced teachers about the advantages and disadvantage of training provided to them on class room interaction ? To get the answer of this question the category wise frequencies of teachers' opinion with references to experience was computed and converted into percentage. Percentage of teachers' opinion with reference to experience is shown in table 3.1.3

Table 3.1.3: Percentages of Teacher’s Opinions on Each Statement of Opinionairewith Reference to Experience

NO.	Statements	Agree		Neutral		Disagree	
		ME	LE	ME	LE	ME	LE
1	Proper use of audio visual aids in classroom can be learned by training.	86.27	85.44	9.10	10.21	4.63	4.35
2	Enthusiasm is created for pre-preparation of teaching by training.	80.99	81.10	12.12	13.23	6.89	5.67
3	Lectures given by experts are useful in class room teaching.	80.13	81.10	14.29	13.61	5.58	5.29
4	Quality of classroom teaching is improved by training.	76.11	82.04	16.60	13.42	7.29	4.54
5	Contents taught at B.Ed and P.T.C. level are repeated in training.	47.18	50.28	23.44	25.71	29.38	24.01
6	Various methods taught in the training can be effectively utilized in classroom interaction.	81.89	80.91	13.53	12.85	4.58	6.24
7	Training is helpful to identify the Individual differences of the students.	69.32	71.27	18.61	19.66	12.07	9.07
8	Regular teaching in school is affected due to training.	53.27	54.25	22.64	22.12	24.09	23.63
9	Modules provided in the training are helpful to make classroom teaching effective.	84.21	77.13	10.56	15.12	5.23	7.75
10	Training is helpful to understand new syllabus.	88.33	84.50	8.80	11.34	2.87	4.16
11	Information regarding innovative teaching methods is provided by training, which makes classroom teaching more effective.	83.65	83.18	11.97	11.53	4.38	5.29
12	Techniques to make students active in the classroom can be taught through training.	79.43	82.99	13.58	11.34	6.99	5.67
13	Every matter taught in training is difficult to implement in the classroom.	56.34	60.68	26.56	25.71	17.10	13.61
14	Matters presented by invited experts in training are not according to our classroom arrangement.	40.95	40.64	27.97	26.84	31.09	32.51
15	Information regarding reference material can be obtained by the training.	80.63	77.32	12.68	12.10	6.69	10.59
16	Many problems of class work can be solved by the training.	72.38	78.45	16.30	12.29	11.32	9.26
17	Training is useful in classroom teaching by understanding child psychology.	73.19	69.75	18.46	23.06	8.35	7.18
18	Training provides knowledge related to various projects to be conduct by the students.	76.31	75.61	15.64	16.07	8.05	8.32
19	Training develops ability to create useful teaching materials.	78.32	75.80	15.79	17.58	5.89	6.62
20	Training is useful in class room teaching by identifying students’ interest and understanding.	69.97	71.64	19.77	15.69	10.26	12.67
21	Matters are not taught during the training, which can be directly implemented in the classroom.	32.60	29.49	28.77	33.65	38.63	36.86
22	There is no difference observed in students’ achievement during before and after training.	26.81	25.71	26.41	28.54	46.78	45.75
23	Self confidence of teachers is increases through training.	77.46	79.21	14.44	15.88	8.10	4.91
24	Training helps to understand the proper classroom interaction with students.	76.71	78.07	14.94	14.56	8.35	7.37
25	Presentation of difficult contents can be make easy by training.	84.10	82.23	10.41	12.48	5.48	5.29

It is observed from the table 3.1.3 that more than 70% of more experienced teachers and less experienced teachers agreed on all positive statement,.

More experienced teachers agreed highest on the statement number 10 .88.33% of more experienced teachers agreed on that the “Training is helpful to understand new syllabus.” While in the case of less experienced teachers this statement secured second position with 84.50%.

Less experienced teachers agreed highest on the statement number 1 .85.44% of less experienced teachers agreed on that the” Proper use of audio visual aids in classroom can be learned by training.”While in the case of more experienced teachers this statement secure second position with 86.27%.

At third position more experienced teachers agreed on statement no.9 and Less experienced teachers agreed on statement no.11 . 84.21 % of more experienced teachers opined that “Modules provided in the training are helpful to make classroom teaching effective.” 83.18% of less experienced teachers opined that “Information regarding innovative teaching methods is provided by training, which makes classroom teaching more effective.”

Among all negative statements for statement no.13, 56.34% of more experienced teachers and 60.68% of less experienced teachers highest agreed. They opine that “Every matter taught in training is difficult to implement in the classroom.” Among all negative statements, statement no.8 was on second position. 53.27% of more experienced teachers and 54.25% of less experienced teachers agreed that “Regular teaching in school is affected due to training.”

46.78% of more experienced and 45.75% of less experienced teachers disagreed on negative statement No. 22. They disagreed with that “There is no difference observed in students’ achievement during before and after training.” This shows their positivity towards training.

3.2.0 Feedback of Teachers about Training Imparted to them

Teacher’s feedback regarding different aspects of training can help to understand the pros and cons of training .By the help of this feedback we may able remove the drawbacks of training in future training.

Second object of this research project was to study the feedback of Teachers. To achieve this objective questionnaire was prepared, which includes questions regarding

planning, appropriateness of training modules, provided facilities, duration of the training, quality of resource persons and effectiveness of training.

Responses of teachers were converted in to percentage and interpretation was made according to that Component wise percentage and interpretation of teachers feedback are as follows.

3.2.1 Effectiveness of Teacher’s Training

To study the effectiveness of teacher’s training, teachers were asked to response on different questions like factors effecting interest of training, which methods/strategies were interesting and useful, which type of training was effective etc.

Percentages calculated as per teachers’ different responses on each question are shown in the table no. 3.2.1 given below.

Table 3.2.1: Teachers’ Feed Back on “Effectiveness of Training”

Question No.	Questions	Components	Percentage
8	According to you who of the following reasons made the training More interesting?	Planning of Training	61.75%
		Competency of Experts	50.87%
		Communication skill of Experts	30.56%
		Nature of training	27.78%
		Training Modules	38.69%
		Behaviour and Co - operation of Trainees	45.87%
		Others	5.40%
9	Which of the following ethos /Techniques, you found more interesting and useful?	Lecture Method	29.13%
		Group discussion	58.65%
		Demonstration Method	38.61%
		Seminar	15.71%
		Project Work	40.44%
		Use of Audio-Visual Aids	45.28%
		On air- Off air	26.39%
		Face to Face Mode	18.45%
11	Which kind of training was more effective?	Residential	21.02%
		Non Residential	78.98%

It is observed from the table 3.2.1 that 61.75% of teachers opine that training was interesting due to planning of training where as 50.87% of teachers agreed that training was interesting due to competency of experts.

58.65% of teachers state that group discussion method was more useful for training, where as 45.28% of teachers agreed that audio visual aids were more fruitful for

training. Only 15.71% of teachers found that seminars method was more effective and 19.25% of teachers found work-shop methods was more appropriate.

78.48% of teachers were certain that non-residential training was more effective where as 21.02% teachers opine that residential training was more fruitful.

3.2.2 Management of Training

Total five questions were included pertaining to management of training. The percentage of teachers responses are mentioned in the table 3.2.2 given below.

Table 3.2.2 Teachers’ Feed Back on “Management of Training”

Question No.	Questions	Response Category	Percentage
10	Planning of training from which level do you find to be more effective?	State Level	20.63%
		District Level	21.51%
		Block Level	21.07%
		Cluster Level	43.61%
12	Was the work done according to the training time-table?	Always	61.57%
		Most of the Times	34.40%
		Sometimes	3.30%
		Never	0.72%
13	Are you informed timely about training?	Always	80.62%
		Most of the Times	17.18%
		Sometimes	1.81%
		Never	0.39%
14	Do the officers’ visits create disturbance in training programme?	Yes	27.50%
		No.	72.50%
15	How many times a day attendance is taken during the training?	One Time	20.28%
		Two Times	75.15%
		More Than two Times	4.56%

The above table 3.2.2 indicates that 43.61% of teachers opine that management of training at cluster level was more effective, where as equal numbers of teachers believe that management of training at block level, district level and state level was effective.

61.57% of teachers agree that the training was conducted according to the timetable where as only 0.72% of teachers believe that the training was never conducted according to the timetable.

80.62% of teachers expressed that the information regarding training programme was intimated well in time.

72.50% of teachers experienced that officer's visits at the training venue did not create any hurdle or disturbance in the programme.

75.15% of teachers informed that the attendance was taken twice a day, where as only 4.56% of teachers expressed that the attendance was taken more than two times a day.

3.2.3 Appropriateness of Training Modules

Training modules play a vital role in training of teachers. Five questions included related to the quality, utility and innovativeness of the training. The percentage of teachers' responses regarding appropriateness of training modules is mentioned in the table 3.2.3 given below.

Table 3.2.3: Teachers' Feed Back on "Appropriateness of Training Modules"

Question No.	Questions	Response Category	Percentage	
16	Are the modules given during the training appropriate to the subject?	Always	71.95%	
		Most of the Times	26.15%	
		Sometimes	1.81%	
		Never	0.09%	
17	What is the quality of modules provided during the training?	High	71.85%	
		Medium	27.57%	
		Poor	.58%	
18	Are the training modules and stationary attaining timely?	Modules	Yes	92.52%
			No	7.48%
		Stationery	Yes	93.96%
			No	6.04%
19	Are the provided modules useful in the classroom?	Yes	96.44%	
		No	3.56%	
20	Are innovative trends includes in training modules?	Yes	97.19%	
		No	2.81%	

It is observed from the above table 3.2.3, 71.95% of teachers believe that the modules provided to them were appropriate to the subject.

According to the responses of the teachers regarding quality of training modules, 71.85% of teachers believe that the quality of training modules were of high standard, where as 0.58% of teachers acknowledge the quality of training modules was of low standard.

92.52% of teachers opine that the training modules were available well in time when 93.96% of teachers expressed that the stationeries for the training were available well in time.

96.44% of teachers accept that the provided modules were useful in the classroom.

According to the 97.19% of teachers, the new innovation and trends were incorporated in the training modules.

3.2.4 Facilities Provided during Training

To know the facts related to facilities provided during the training such as night stay, food etc. questions were included in the questionnaires. The responses of teachers in this regard are mentioned in table 3.2.4 given below.

Table 3.2.4: Teachers’ Feed Back on “Facilities Provided During the Training”

Question No.	Questions	Response Category	Percentage
21	Which of the following facilities were provided during the training?	Refreshment	92%
		Meal	77%
		Stationary	79%
		Traveling Allowance	78%
		D.A.	59%
22	Are there proper facilities for night stay in residential training?	Yes	70.17%
		No	29.83%
23	Is the venue of the training programme selected keeping the convenience of transportation for teachers?	Yes	82.79%
		No	17.21%

The above table 3.2.4 indicates that teachers got refreshment in 92% of trainings, meal in 77% of training, stationary in 78% of training and D.A. only in 59% of training.

70.17% of teachers were satisfied over the facilities provided to them at night stay.

According to 29.83% of teachers the facilities for night stay were not sufficient.

82.79% of teachers agreed that the venue of the training programme was selected keeping the convenience of transportation in mind.

3.2.5 Duration of Training

To know the response of teachers for the appropriateness of training, one question was included in the questionnaire.

In this regard the percentages of responses are mentioned in the table 3.2.5 given below.

Table 3.2.5: Teachers' Feed Back on "Duration of the Training"

Question No.	Question	Duration	Percentag
24	As per your opinion, How many days of training are appropriate?	One Day	49.76%
		Two Days	19.96%
		Three Days	11.59%
		More than Three days	6.35%

It is observed from the above table 3.2.5 that 49.76% of teachers declared that one day training program was sufficient; where as Only 6.35% of teachers believed that training of three or more days were more appropriate.

3.2.6 Quality of Resources Persons

Resource persons are heart of the training programme. There were eight questions included in the questionnaire regarding the selection of resource persons, quality of resources, use of visual aids, their behaviors, mastery over the content and their regularity.

The responses of teachers are mentioned in the table 3.2.3. (a) ,3.2.6. (b) and 3.2.6 (c)

Table 3.2.6(a) : Priority Orders Given to Resource Persons

NO.	Resource Person	Weight age										Total Respondents	Total Score	Average	Priority order
		10	9	8	7	6	5	4	3	2	1				
1	Principal of DIETs	380 (3800)	196 (1764)	125 (1000)	93 (651)	79 (474)	29 (145)	26 (104)	25 (75)	19 (38)	39 (39)	1011	8090	8	3
2	DIET Lecturers	327 (3270)	392 (3528)	218 (1744)	143 (1001)	94 (564)	51 (255)	21 (84)	19 (57)	16 (32)	11 (11)	1292	10546	8.16	1
3	B.Ed /PTC Lecturers	166 (1660)	183 (1647)	229 (1832)	144 (1008)	94 (564)	57 (285)	49 (196)	35 (105)	29 (58)	19 (19)	1005	7374	7.34	4
4	S.R.G	119 (1190)	151 (1359)	189 (1512)	131 (917)	78 (468)	83 (415)	59 (236)	44 (132)	34 (68)	12 (12)	900	6309	7.01	6
5	D.R.G	25 (250)	71 (639)	59 (472)	95 (665)	78 (468)	60 (300)	64 (256)	52 (156)	48 (96)	40 (40)	592	3342	5.65	10
6	B.R.P/ C.R.G	73 (730)	129 (1161)	142 (1136)	166 (1162)	108 (648)	98 (490)	49 (196)	57 (171)	34 (68)	52 (52)	908	5814	6.4	9
7	Authors of textbooks	127 (1270)	158 (1422)	120 (960)	111 (777)	88 (528)	50 (250)	72 (288)	34 (102)	32 (64)	43 (43)	835	5704	6.83	7
8	BRC Coordinator	88 (880)	154 (1386)	254 (2032)	181 (1267)	129 (774)	97 (485)	43 (172)	74 (222)	48 (96)	14 (14)	1082	7328	6.77	8
9	CRC Coordinator	193 (1930)	342 (3078)	244 (1952)	164 (1148)	118 (708)	64 (320)	72 (288)	26 (78)	77 (154)	37 (37)	1337	9693	7.25	5
10	Experienced Teachers	760 (7600)	333 (2997)	245 (1960)	187 (1309)	118 (708)	78 (390)	50 (200)	28 (84)	17 (34)	66 (66)	1882	15348	8.16	1

It is evident from the above table 3.2.6.(a) that teachers had placed the DIET'S lecturer and experience teachers at the first priority as an experts among all 10 training providers, When second priority was given to DIET Principal. The D.R.G. and B.R.P. /C.R.G. were placed at the lowest priority as an expert.

Table 3.2.6.(b): Feed Back of Teachers' on Different Components Related to Resource Persons

Question No.	Questions	Response Category/ Components	Percentage
26	Are the experts doing quality work?	Always	52.87%
		Most of the Times	41.76%
		Sometimes	5.04%
		Never	0.33%
27	Are the experts using Audio-Visual aids? (which of the following are used?)	Black Board	68.25%
		Charts	61.23%
		Models	49.56%
		OHP	9.84%
		LCD Projector	18.97%
		CD/DVD	34.88%
		Tape Recorder	25.91%
		Others	11.98%
28	How is the mentality of experts during the training?	Enforcing their Ideas	13.33%
		Providing Free Opportunity to Express Trainees Views	44.68%
		Keeping Participants Active	28.17%
		Increasing Enthusiasm	36.19%
29	How is the mastery of experts over content?	Excellent	60.06%
		Medium	39.40%
		poor	0.54%
30	How is the quality of presentation of experts?	With illustration	73.93%
		Logical	15.83%
		sequential	14.80%
		Referential	17.98%
32	Do the experts taking class according to timetable?	Always	66.14%
		Most of the Times	31.47%
		Sometimes	2.25%
		Never	0.14%

It is evident from the above table 3.2.6(b) that 52.87% of teachers opine that work of resources persons was always of good quality, whereas 41.76% of teachers opine that work of resources persons was most of the time of good quality.

Teachers agreed that audio-visual aids were used during training. 68.25% of teachers agreed that blackboard was used as teaching aid in training, where as 61.23% of teachers opine that charts were used by experts in training. O.H.P. and L.C.D. were least used in training.

9.84% of teachers agreed that O.H.P. was used and 18.97% of teachers agreed that L.C.D. projector was used during training by experts.

44.68% of teachers believe that experts provide chance to teachers to express their views.

36.19% of teachers agreed that experts have motivated them. 13.33% of teachers agreed that experts enforced their ideas on them.

60.06% of teachers believe that experts were having excellent mastery over content, whereas 39.40% of teachers believe that experts where having average mastery over content.

73.93% of teachers believe that presentation given by experts was with examples.

66.14% of teachers agreed that experts always take the classes as per timetable.

Teachers asked to give priority order to technique/methods used by experts. The priority order given by teachers was allotted weight age between 6 to 1 as per mentioned in Para 3.3.0 then average was calculated for each method.

The calculated data is mentioned in table 3.2.6 (C) given below

Table 3.2.6 (c): Feed Back of the Teachers Related to Methods/ Techniques Used by Resource Persons

Question No	Questions	Components	Average	Priority Order
31	Which methods/ techniques are used by experts?	Lecture	4.39	2
		Group Discussion	4.91	1
		Educational Games	4.09	4
		Quiz	3.49	5
		Workshop	2.93	6
		Activity Based	4.27	3

It is observed from the table 3.2.6 (c) that first priority was given to group discussion method, where as lecture method was given second priority. The least prioritized method was workshop method.

3.3.0 Need Identification for Future Training

Which kind of training should be provided to teachers is generally decided by higher authority, but it is necessary to know the priority and needs of teachers regarding training. At different interval SSA tries to identify the needs of teacher by need analysis and according to that they make necessary changes in next session.

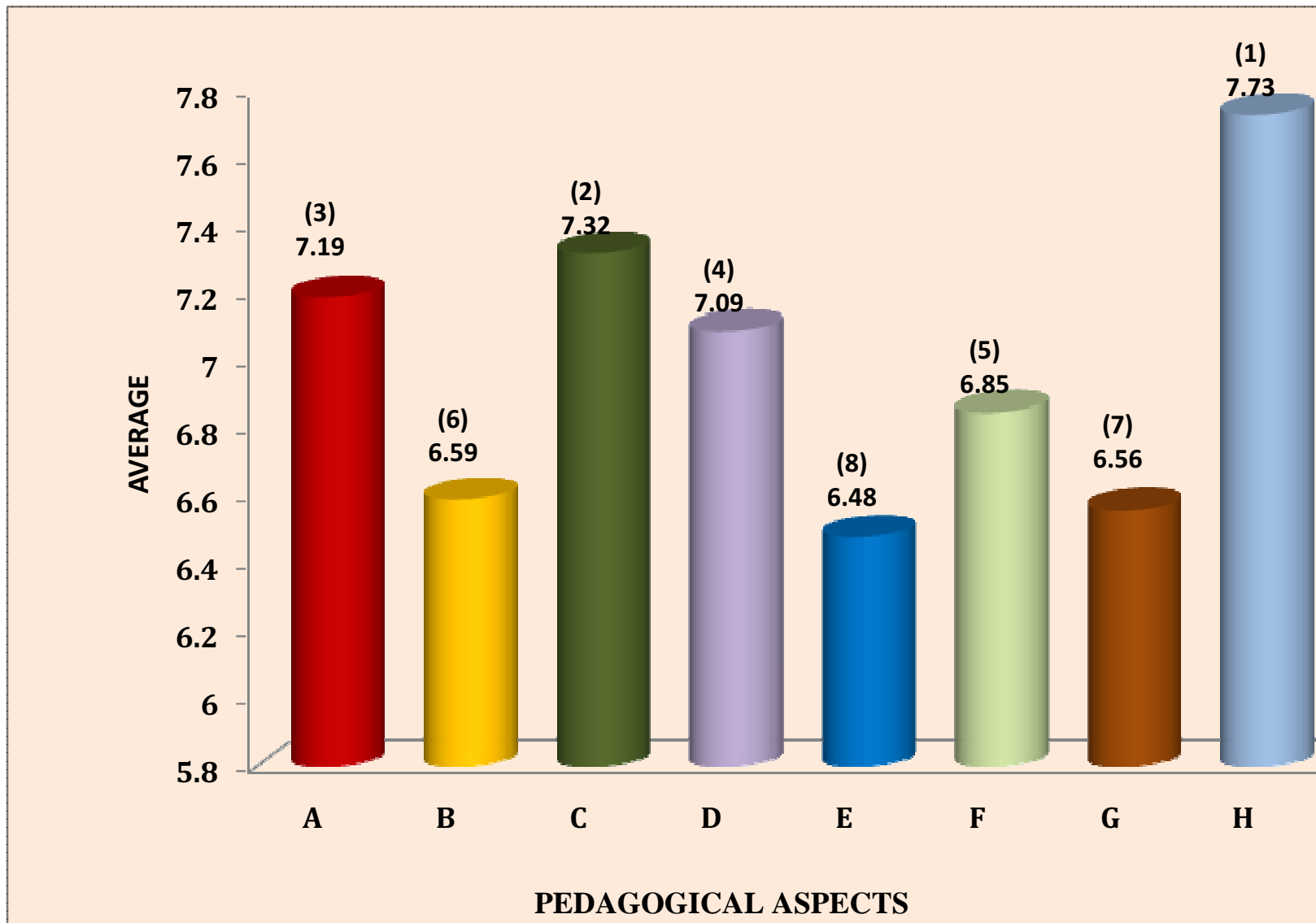
Third objective of this research project was to identify the needs of teachers regarding their further training. To fulfill this objective questionnaire was prepared. This questionnaire includes different aspects like pedagogy, subject competency, professional competency; activities related training, evaluation, nature of training /techniques and about computer. Responses were taken according to above aspects. For each aspect different components were identified, in which teacher has to select their need and give priority order within that. Frequencies were calculated from priority given by the teachers for each component. Average score was computed by multiplying component wise frequencies with decided weight age score, then dividing that product by total number of respondent .The priority order was decided by average score .For each component priority was classified, analyzed and interpreted as follows.

3.3.1 Pedagogy

Pedagogical knowledge is necessary for teacher. There are many components related to pedagogy, out of that eight components were identified and included in the questionnaire. Responses of teachers on the components of pedagogical aspect were classified in to frequencies and priority orders were given as described in Para 3.3.0. Responses of teachers and priority orders mentioned in table 3.3.1 given below.

Table 3.3.1: Priority orders for Training of “Pedagogy”

Serial No.	Component	Weightage								Total Respondents	Total Score	average	priority
		1	2	3	4	5	6	8	9				
a	Teaching-Learning process	398 (3582)	244 (1952)	276 (1932)	149 (894)	99 (495)	48 (192)	27 (54)	9 (9)	1279	9197	7.19	3
b	Teaching Strategies	121 (1089)	288 (2304)	160 (1120)	143 (858)	86 (430)	65 (260)	37 (74)	3 (3)	956	6297	6.59	6
c	Learning disability (obstacle related to learning of student)	444 (3996)	286 (2288)	273 (1911)	117 (702)	75 (375)	47 (188)	38 (76)	3 (3)	1317	9641	7.32	2
d	Classroom interaction	287 (2583)	234 (1872)	260 (1820)	209 (1254)	61 (305)	48 (192)	29 (58)	1 (1)	1150	8148	7.09	4
e	Teaching with correlation	112 (1008)	234 (1872)	163 (1141)	142 (852)	113 (565)	79 (316)	29 (58)	2 (2)	918	5946	6.48	8
f	Coordination of subjects	16 (1449)	326 (2608)	241 (1687)	181 (1086)	93 (465)	81 (324)	16 (32)	4 (4)	1130	7736	6.85	5
g	Competency centered teaching planning	179 (1611)	249 (1992)	168 (1176)	123 (738)	869 (430)	48 (192)	49 (98)	1 (1)	990	6499	6.56	7
h	Teaching through activity	893 (8037)	433 (3464)	213 (1491)	123 (738)	79 (395)	40 (160)	41 (82)	7 (7)	1877	14518	7.73	1



It is observed from table 3.3.1 and Graph 3.3.1 that in all eight pedagogical component first priority was given to “Teaching through activity” the next to that was training for “Learning disability”. Lowest and second lowest priority orders were given to “Teaching with correlation” and “Planning of competency based teaching” respectively.

3.3.2 Subject Competency

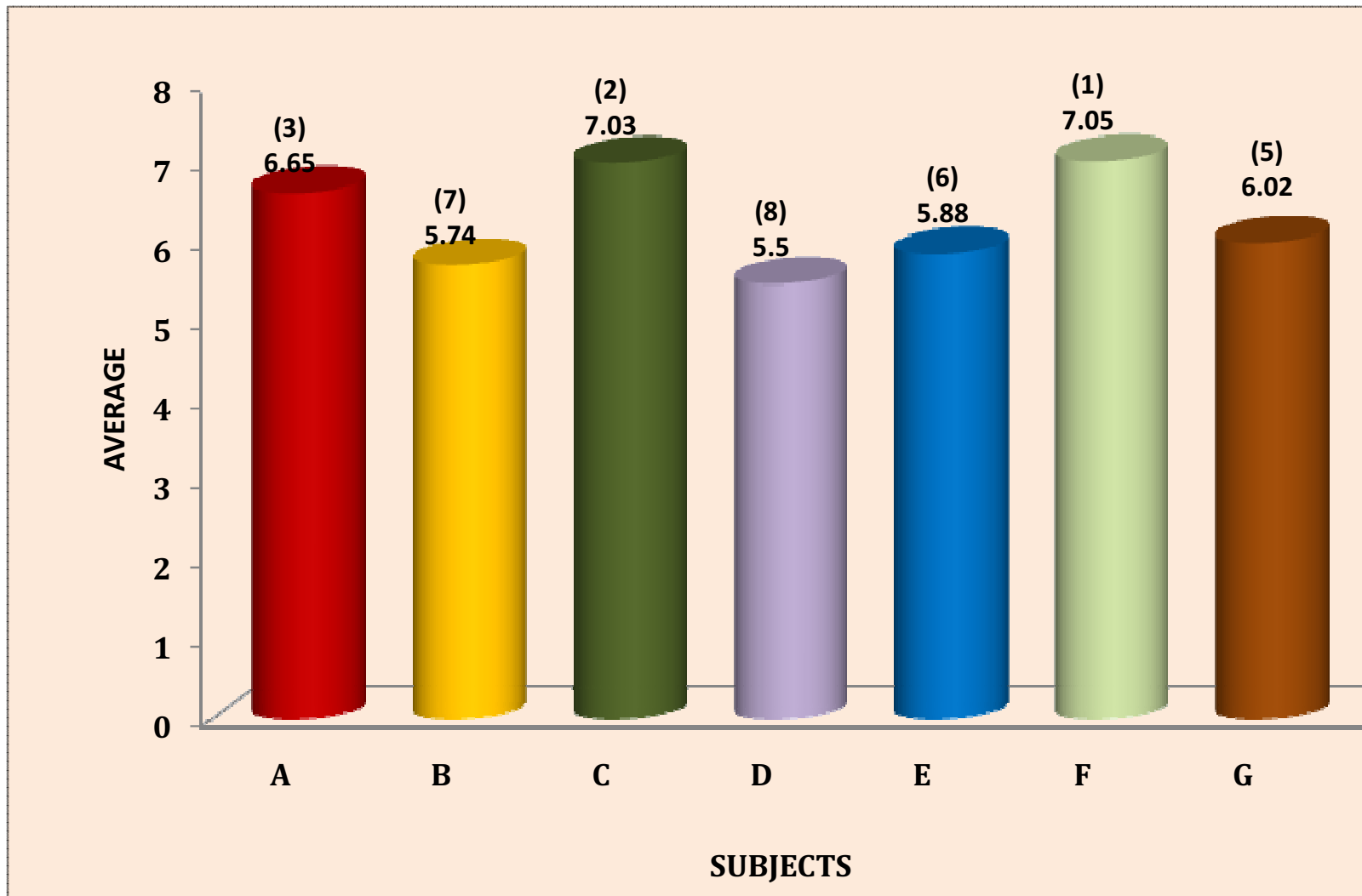
Teacher should have mastery over content. Without mastery over content, teaching is not only difficult but just next to impossible. A primary teacher has to teach various subjects at primary level, for that knowledge of subject, methodology and skills for preparing teaching learning materials is required. In order to know the need of primary teachers in subject competency, they were asked to give the priority order for training of main subjects and other subjects.

(A) Training related to Competency of Main Subjects

A part from that for each main subject teachers were asked to give priority order to content ,methodology, content cum methodology and construction of teaching materials . Priority order was computed for every subject and subject wise component are shown in table 3.3.2. (a)

Table – 3.3.2 (a): Priority orders for Training related to “Competency of Main Subjects”

No.	Subject	Content	Method	Content cum Method	Construction of T L M	Average	Priority Order for Each Subject
A	Gujarati	6.76(3)	6.57(3)	6.63(3)	6.63(3)	6.65	3
B	Hindi	5.66(8)	6.09(6)	5.54(7)	5.67(6)	5.74	7
C	English	7.12(1)	6.97(2)	6.99(1)	7.04(2)	7.03	2
D	Sanskrit	5.7(7)	5.28(8)	5.45(8)	5.58(8)	5.5	8
E	Environment	5.99(5)	5.96(7)	5.94(5)	5.62(7)	5.88	6
F	Mathematics	7.04(2)	7.14(1)	6.95(2)	7.05(1)	7.05	1
G	Social Science	5.96(6)	6.18(5)	5.89(6)	6.06(5)	6.02	5
H	Science and technology	6.46(4)	6.36(4)	6.37(4)	6.41(4)	6.4	4



It is observed from the table 3.3.2(a) and Graph3.3.2 (a) that the among all eight main subjects, first priority order was given to the mathematics. Second priority was given to the English subject. The least prioritized subjects were Hindi and Sanskrit respectively.

The first priority was given to English subject for content training. Second priority was given to the mathematics subject. Where as least prioritized subjects were Hindi and Sanskrit, respectively.

With reference to the component of methodology the highest prioritized subject was Mathematics and next to that was English, where as least prioritized subject was Sanskrit.

With reference to the training of content cum methodology ,the highest prioritized subject was English and the next to that was Mathematics .Where as analyzing further Sanskrit and Hindi were the least prioritized subjects respectively.

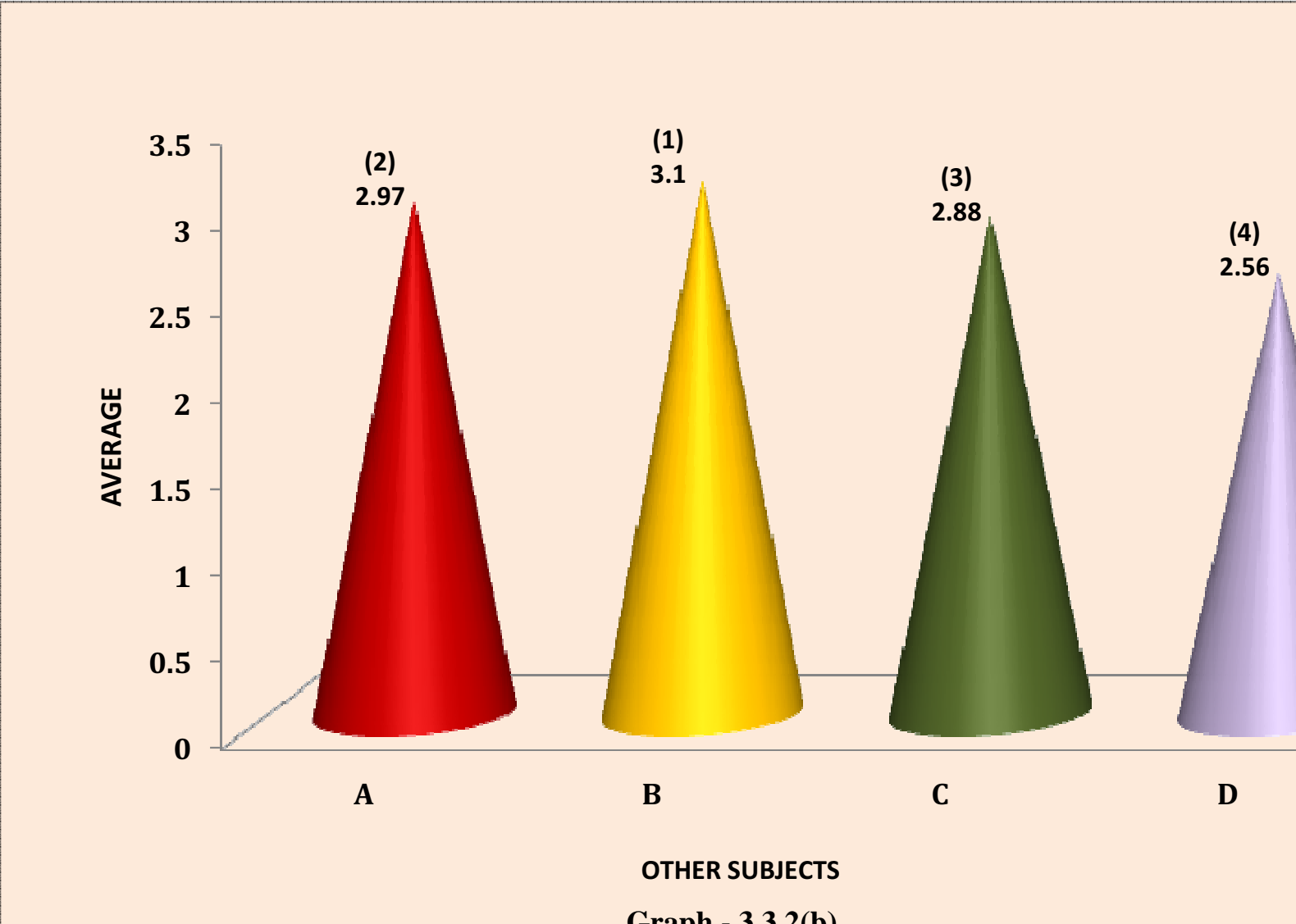
With reference to the training in construction of teaching- learning materials, teachers had given first priority to English and second priority to Mathematics, where as, environment and Sanskrit subject were least prioritized respectively.

(B) Training related to Competency of Other Subjects

Apart from the main subjects, primary teachers have to conduct various co curricular activities for all round development of students. For this Drawing, Music, SUPW etc. subjects are also kept at the primary level. In order to study the needs related to training of these subjects, teachers were asked to give priority. Teachers’ responses and priority order are shown in table 3.3.2 (B) given below.

Table No. 3.3.2 (b): Priority orders for Training related to “Competency of Other Subjects”

No.	Subject	Weightage				Total Respondents	Total Score	Average	Priority Order
		4	3	2	1				
A	Drawing	598 (2392)	479 (1437)	315 (630)	164 (164)	1556	4623	2.97	2
B	Music	642 (2568)	683 (2049)	248 (496)	116 (116)	1689	5229	3.10	1
C	Physical Education	531 (2124)	389 (1167)	434 (868)	139 (139)	1493	4298	2.88	3
D	SUPW	429 (1716)	340 (1020)	188 (376)	427 (427)	1384	3539	2.56	4



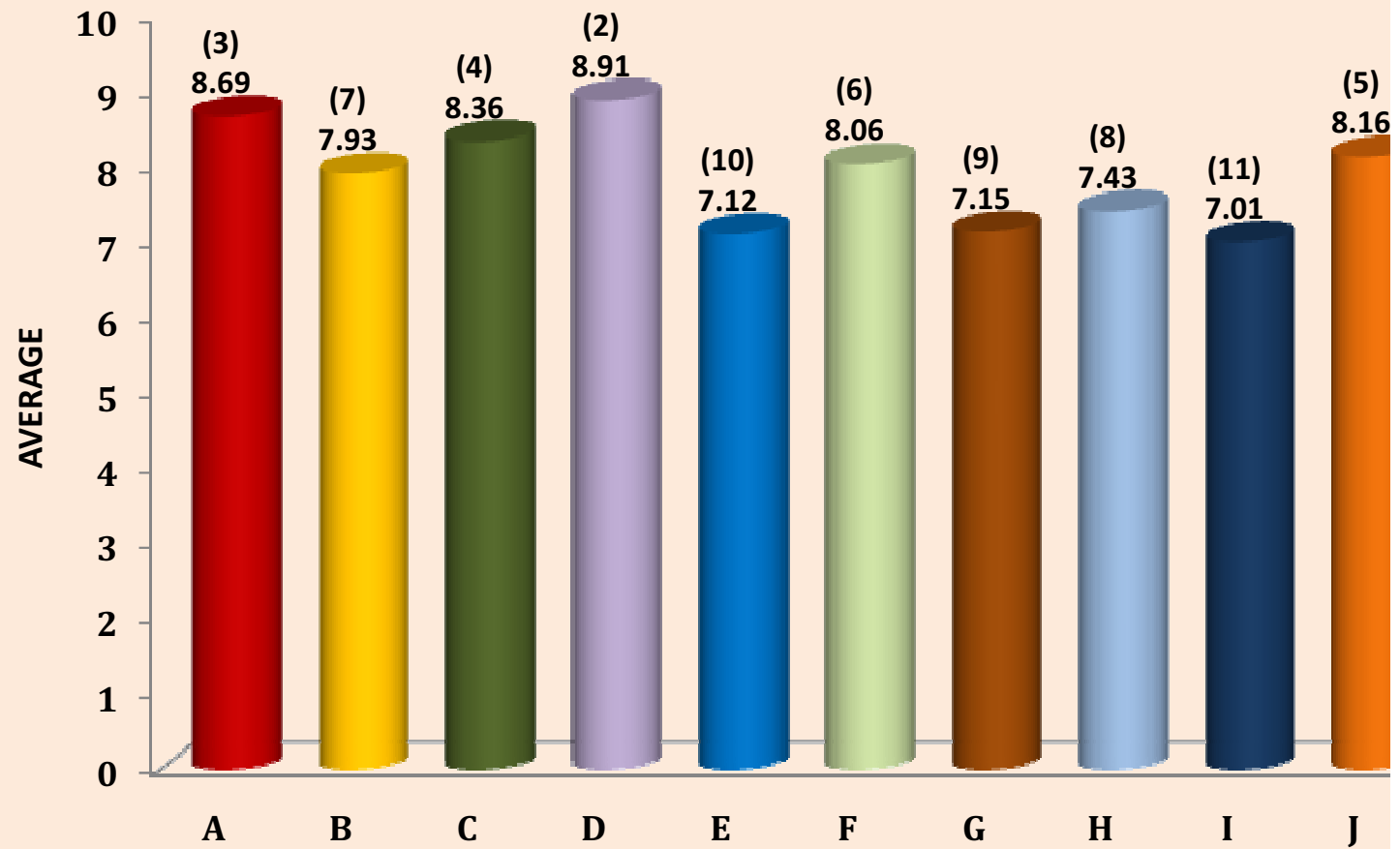
It is observed from the table 3.3.2(b) and Graph 3.3.2(b) that among all four other subjects, the first priority order was given to the Music. Second priority was given to the Drawing. The least prioritized subject was SUPW.

3.3.3 Professional Competency

Education is the life long process and teacher is life long learner. Teacher should be aware of recent and innovative trends in the field of Education. Eleven components related to professional competency were identified and included in the questionnaire. Responses of teachers on the components professional competency aspect were classified in to frequencies and priority orders were given as described in Para 3.3.0. Responses of teachers and priority order are shown in table 3.3.3 given below.

Table 3.3.3: Priority orders for Training Related to “Professional competency”

No	Components	Weight age											Total Respondents	Total Score	Average	Priority order
		11	10	9	8	7	6	5	4	3	2	1				
A	Time management	418 (4598)	162 (1620)	174 (1566)	139 (1112)	91 (637)	79 (474)	38 (190)	36 (144)	20 (60)	23 (46)	25 (25)	1205	10472	8.69	3
B	Stress management	138 (1518)	236 (2360)	119 (1071)	104 (832)	110 (770)	58 (348)	50 (250)	22 (88)	30 (90)	50 (100)	23 (23)	940	7450	7.93	7
C	Life skill	219 (2409)	226 (2260)	241 (2169)	149 (1192)	126 (882)	58 (348)	38 (190)	37 (148)	35 (105)	20 (40)	18 (18)	1167	9761	8.36	4
D	Child psychology	432 (4752)	362 (3620)	227 (2043)	217 (1736)	106 (742)	53 (318)	60 (300)	28 (112)	29 (87)	21 (42)	9 (9)	1544	13761	8.91	2
E	communication	71 (781)	133 (1330)	115 (1035)	91 (728)	75 (525)	92 (552)	68 (340)	76 (304)	44 (132)	22 (44)	27 (27)	814	5798	7.12	10
F	Creative Thinking	146 (1606)	296 (2960)	251 (2259)	197 (1576)	107 (749)	108 (648)	50 (250)	51 (204)	43 (129)	37 (74)	12 (12)	1298	5798	8.06	6
G	Leadership	999 (1089)	133 (1330)	98 (882)	88 (704)	87 (609)	80 (480)	86 (430)	54 (216)	50 (150)	31 (62)	31 (31)	837	5983	7.15	9
H	Cooperative work	70 (770)	185 (1850)	156 (1440)	147 (1176)	107 (749)	74 (444)	49 (245)	75 (300)	54 (162)	26 (52)	22 (22)	965	7174	7.43	8
I	Motivation	66 (726)	123 (1230)	118 (1062)	116 (928)	102 (714)	65 (390)	52 (260)	35 (140)	69 (207)	37 (74)	40 (40)	823	5771	7.01	11
J	Positive attitude	221 (2431)	248 (2480)	213 (1917)	140 (1120)	95 (665)	70 (420)	64 (320)	12 (48)	23 (69)	60 (120)	33 (33)	1179	9623	8.16	5
K	Computer training	794 (8734)	306 (3060)	207 (1863)	138 (1104)	127 (889)	79 (474)	39 (195)	42 (168)	16 (48)	23 (46)	60 (60)	1831	16641	9.09	1



COMPONENTS OF PROFESSIONAL COMPETENCY

Graph- 3.3.3

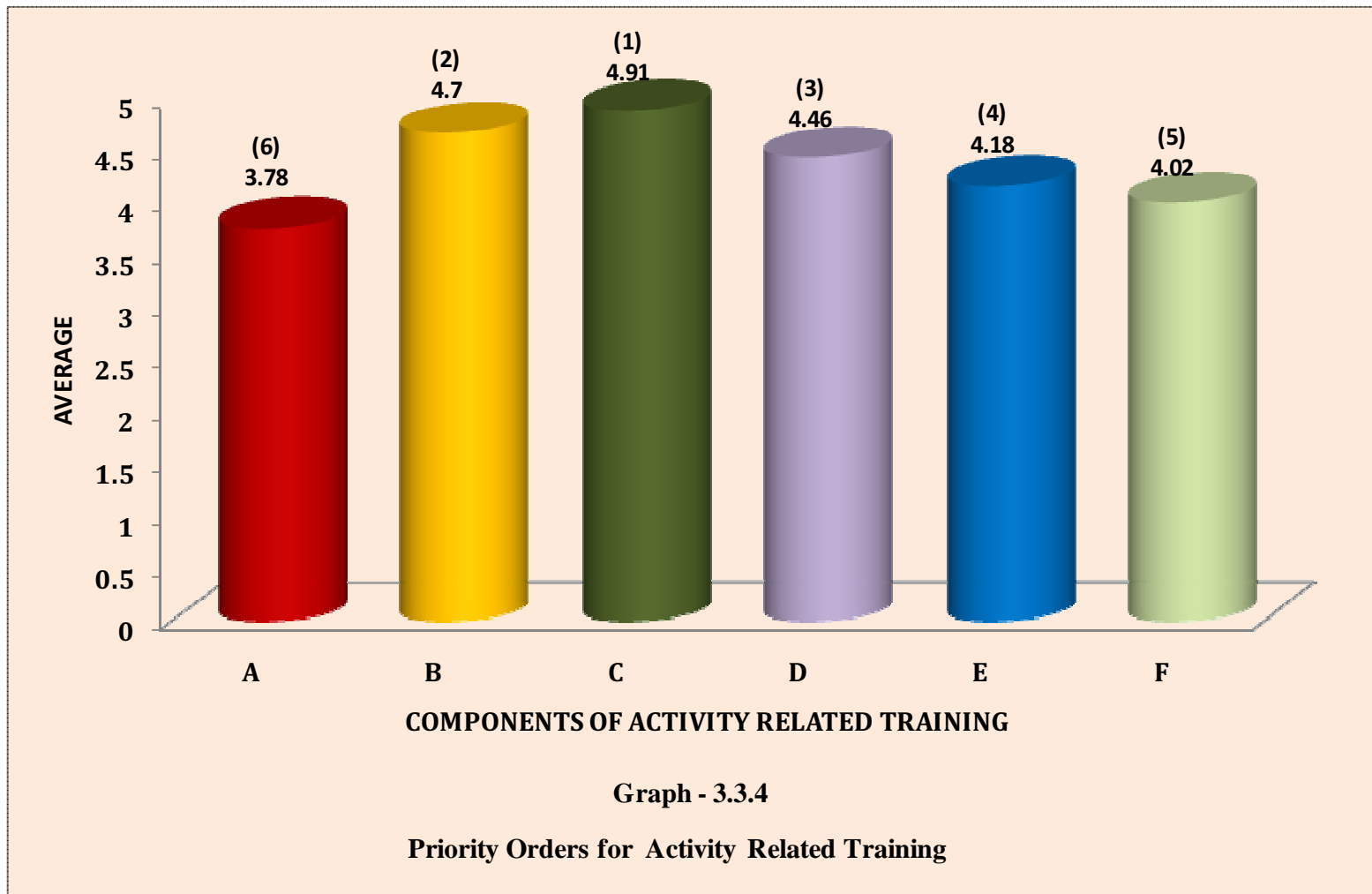
It is observed from the above table 3.3.3 and Graph 3.3.3 that average of all 11 components varies from 7.01 to 9.09. Among all components, first priority was given to “computer related training”. “Training of child psychology” and “Time management” came on second and third priority respectively. Least prioritized components were “Communication” and “motivation” training respectively.

3.3.4 Activity Related Training

Primary teachers have to perform different activity like report writing, action research, project work, action song, storytelling and case study etc. To know in which activity teachers requires more training, six components were included in the questionnaire. Teachers had to select the activities and prioritized to them. Responses of teachers on the components of activity related training were classified in to frequencies and priority orders were given as described in Para 3.3.0. Responses of teachers and priority order were shown in table 3.3.4 given below.

Table 3.3.4: Priority orders for Components of “Activity Related Training”

No.	Components	Weight age						Total Respondents	Total Score	Average	Priority order
		6	5	4	3	2	1				
A	Report writing	249 (1494)	164 (820)	222 (888)	165 (495)	100 (200)	177 (177)	1077	4074	3.78	6
B	Action research	527 (3162)	519 (2595)	253 (1012)	134 (402)	127 (254)	25 (25)	1585	7450	4.7	2
C	Project work	747 (4482)	478 (2390)	329 (1316)	132 (396)	59 (118)	34 (34)	1779	8736	4.91	1
D	Action song	375 (2250)	379 (1895)	235 (940)	181 (543)	103 (206)	44 (44)	1317	5878	4.46	3
E	Story telling	264 (1584)	375 (1875)	275 (1100)	216 (648)	126 (252)	66 (66)	1322	5525	4.18	4
F	Case study	275 (1650)	255 (1275)	295 (1180)	119 (357)	102 (204)	151 (151)	1197	4817	4.02	5



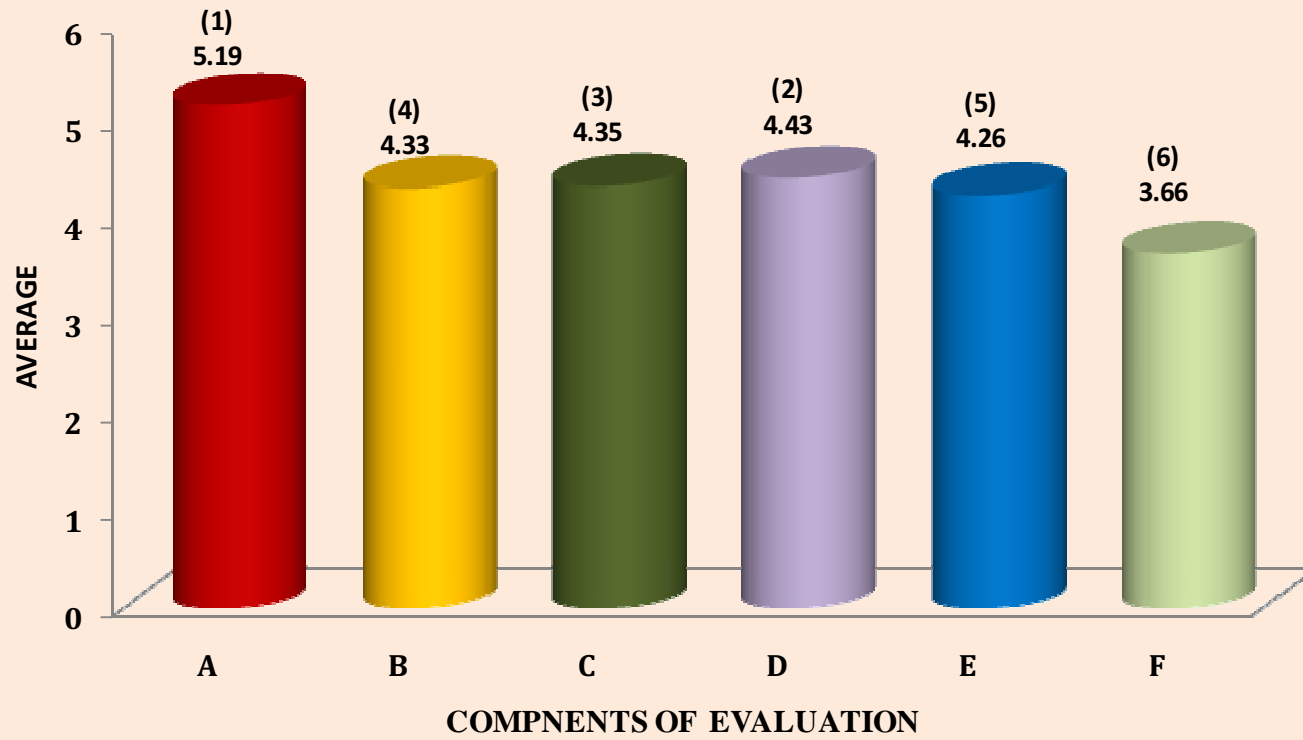
It is observed from above table no.3.3.4 and Graph – 3.3.4 that among all six components of activity related training ,teachers has given first priority to “Project work” and next to that was “ action research”. Where as “Report writing” was given least priority.

3.3.5 Aspects Related to Evaluation

Evaluation is a part of educational process. Teacher has to do proper and neutral evaluation of each student. There are new trends in evaluation like comprehensive evaluation, diagnostic evaluation, remedial teaching, grading system etc. Teacher should be aware of all new trends. To know in which aspect of evaluation teachers require more training, six components were identified and included in the questionnaire. Teachers had to select the components and prioritized to them. Responses of teachers on the components of evaluation aspect were classified in to frequencies and priority orders were given as described in Para 3.3.0.Responses of teachers and priority order are shown in table 3.3.5 given below.

Table 3.3.5: Priority orders for Training Related to “Evaluation”

No.	Components	Weight age						Total Respondents	Total Score	Average	Priority order
		6	5	4	3	2	1				
A	Continuous and comprehensive evaluation	1067 (6402)	353 (1765)	209 (836)	118 (354)	65 (130)	21 (21)	1833	9508	5.19	1
B	Training related to different kind of question	253 (1518)	409 (2045)	207 (828)	170 (510)	92 (184)	57 (57)	1188	5142	4.33	4
C	Question paper according To blueprint	316 (1896)	307 (1535)	256 (1024)	99 (297)	101 (202)	79 (79)	1158	5033	4.35	3
D	Construction of Diagnostic test	268 (1608)	440 (2200)	308 (1232)	188 (564)	57 (114)	39 (39)	1300	5757	4.43	2
E	Remedial work	288 (1728)	442 (2210)	302 (1208)	169 (507)	159 (318)	56 (56)	1416	6027	4.26	5
F	Grading system	209 (1254)	210 (1050)	263 (1052)	185 (555)	102 (204)	215 (215)	1184	4330	3.66	6



Graph - 3.3.5

Priority Orders for Training in Evaluation

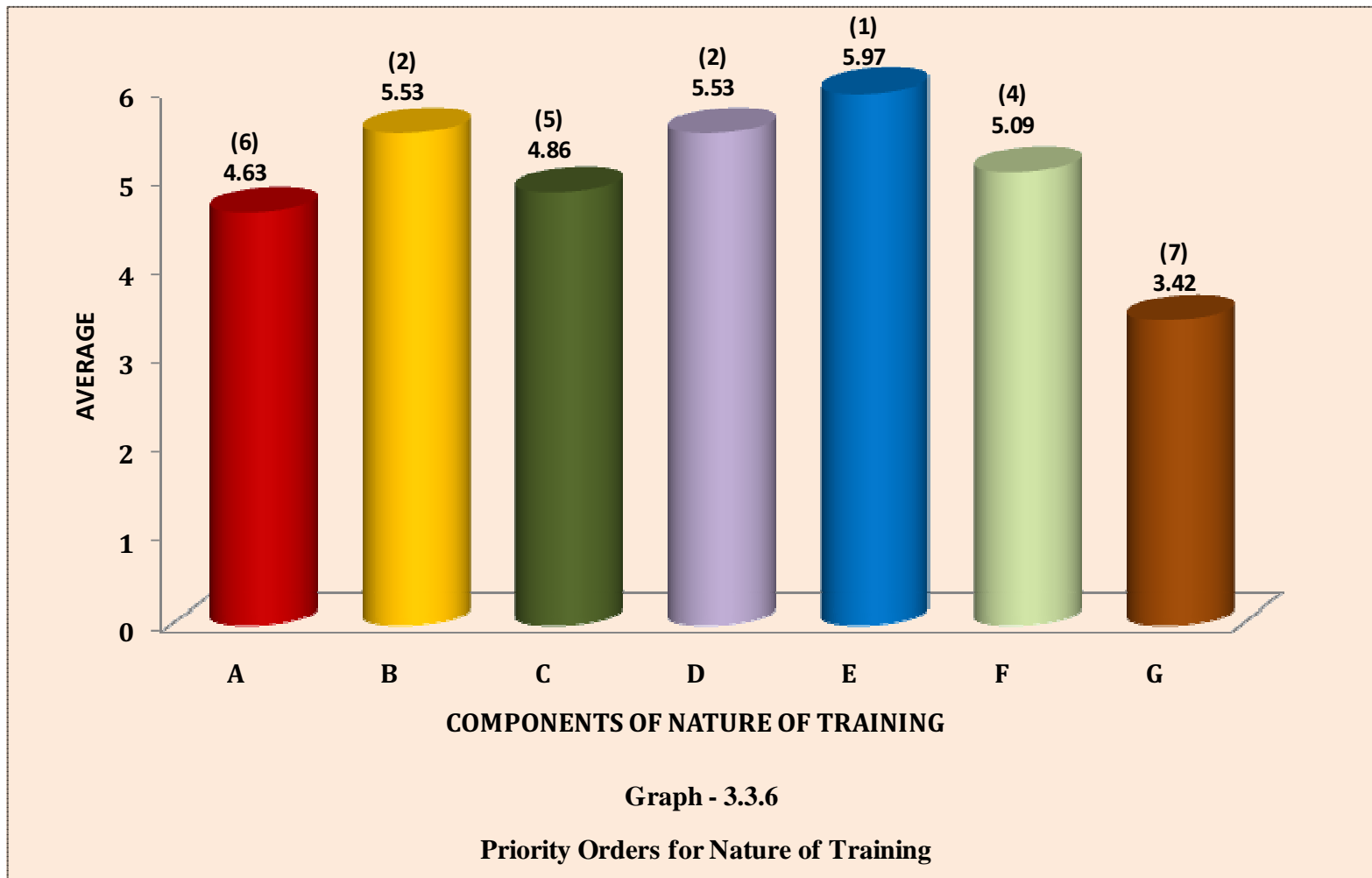
It is evident from the table 3.3.5 and Graph 3.3.5 that among all six components related to Evaluation, teachers have given first priority to “Continuous and comprehensive evaluation” and the next to that was “Diagnostic test.” Lowest priority was given to “Grading system”.

3.3.6 Selection for nature of Training

To know which form of training is preferred by the teachers, seven components were identified and included in questionnaire. Responses of teachers on the components related to nature of training were classified in to frequencies and priority orders were given as described in Para 3.3.0. Responses of teachers and priority order are shown in table 3.3.6 given below.

Table 3.3.6.: Priority orders for “Nature of training”

NO.	Components	Weightage							Total Respondents	Total Score	Average	Priority order
		7	6	5	4	3	2	1				
A	Lecture method	231 (1617)	104 (624)	175 (875)	140 (560)	132 (396)	83 (166)	64 (64)	929	4302	4.63	6
B	Lecture cum group discussion	520 (3640)	412 (247)	336 (1680)	196 (784)	86 (258)	40 (80)	25 (25)	1615	8939	5.53	2
C	Discussion paper	160 (1120)	278 (1668)	261 (1305)	205 (820)	138 (414)	79 (158)	9 (9)	1130	5494	4.86	5
D	Demonstration method	362 (2534)	495 (2970)	364 (1820)	164 (656)	60 (180)	30 (60)	15 (15)	1490	8235	5.53	2
E	Audio-visual method	772 (5404)	623 (3738)	260 (13000)	114 (456)	81 (243)	21 (42)	4 (4)	1875	11187	5.97	1
F	Training through Distance Learning	345 (2415)	326 (1956)	199 (995)	142 (568)	84 (252)	141 (282)	42 (42)	1279	6510	5.09	4
G	Assignment	69 (483)	80 (480)	127 (635)	108 (432)	80 (240)	73 (146)	238 (238)	775	2654	3.42	7



It is revealed from the table 3.3.6 and Graph 3.3.6 that among all seven components related to nature of training, first priority was given to training through “Audio-visual aids”, Where as second highest preference was given to “ Group discussion” and “Demonstration method” . Least priority was given to ‘Assignment Method’.

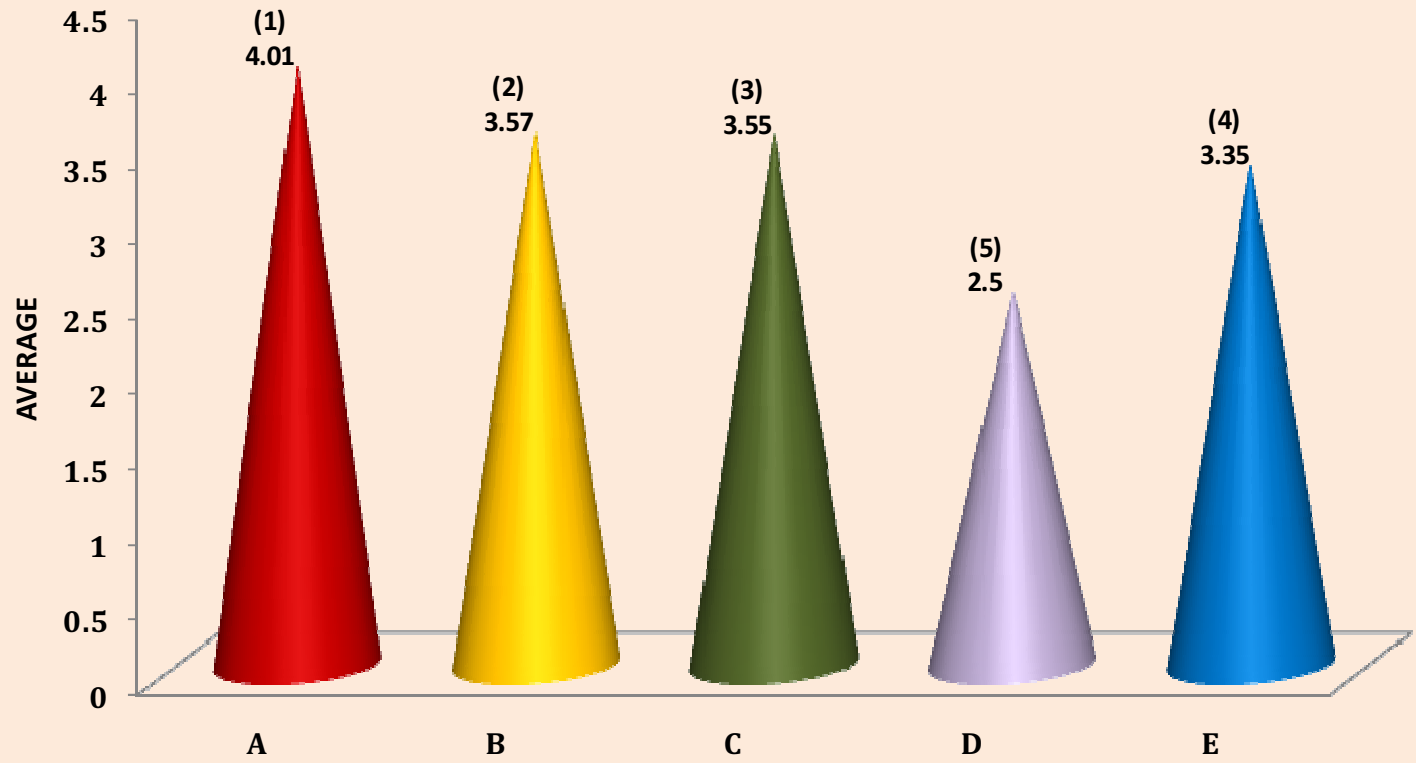
Such question was also asked to teachers in tool no.2, the similar type of response was obtained .Looking into these two result one can say that there is a relationship in both the results.

3.3.7 Computer Training

In present time knowledge of computer is essential for each teacher. Government also provides computers to the schools. Computer related skill was classified in MS Word, Power point, Excel, CAL and internet. Responses of teachers on the components related to training of computer were classified in to frequencies and priority orders were given as described in Para 3.3.0. Responses of teachers and priority order are shown in table 3.3.7 given below.

Table 3.3.7 : Priority orders for Training Related to “Computer”

No.	Components	Weightage					Total Respondents	Total Score	Average	Priority order
		5	4	3	2	1				
A	Microsoft Word	871 (4355)	458 (1832)	276 (828)	129 (258)	105 (105)	1839	7378	4.01	1
B	Microsoft PowerPoint	327 (1635)	637 (2548)	499 (1497)	224 (448)	40 (40)	1727	6168	3.57	2
C	Microsoft Excel	370 (1850)	516 (2064)	576 (1728)	217 (434)	43 (43)	1722	6119	3.55	3
D	CAL	196 (980)	206 (824)	88 (264)	371 (742)	437 (437)	1298	3247	2.5	5
E	Internet	680 (3400)	311 (1244)	179 (537)	322 (644)	348 (348)	1840	6173	3.35	4



COMONENTS OF COMPUTER TRAINING
Graph - 3.3.7
Priority Orders for Training Related to Computers

It is observed from the above table 3.3.7 and Graph – 3.3.7 that among all the five components of computer training, first priority was given to “M S Word “and the next to that was “M S Power Point.” Least Priority was given to the training of “CAL.”

3.4.0 Opinions of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools

In order to study the opinions of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools regarding various administrative components of training and effective execution of training program, an opinionnaire was constructed regarding various administrative components of training and effective execution of training .This opinionnaire constitutes of 30 items out of which 10 items were related to administrative components and 20 items were related to effective execution of training.

(A) Opinions of B.R.C. coordinators, C.R.C. coordinators, Education inspector and Principals of pay centre schools with reference to administrative components of training

The items related to administrative components includes items on time schedule of training, resource persons for training ,duration and mode of training, grant ,allocation of teachers for each class and consideration of teachers needs. The data obtained from B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools regarding various administrative components of training is presented in the preceding tables. The analysis of the items related to administrative components is presented here.

3.4.1 Opinions of B.R.C. coordinators with reference to administrative components of training

The analysis of the **opinions of B.R.C.C. with reference to items related to administrative components of training** is as follows. Out of total 10 items on **administrative components 2 items were negative and 8 items were positive.**

Table 3.4.1: Percentage of B.R.C.C.'s opinions with reference to administrative components of training

No	Statements	A	N	DA
3	Training programs were organized as per planned time table.	90*	8	2
4	Resource persons for training were selected as per their ability	84	10	6
7	Teachers opinion were obtained for the work of resource persons after completion of training	82	16	2
8	Amount given to resource persons is sufficient	60	26	14
14	One day training seems to be more effective in comparisons to more days training.	76	12	12
17	Grant received for training was sufficient.	72	16	12
20	Training programs were organized mostly on same subjects	18	22	60*
21	Face to mode of training was more effective then on air training	56*	28	16
28	More numbers of teachers were allotted in one section during training	22	20	58
30	Needs of teachers were considered during planning of training	84	12	4

It can be revealed from the above table that highest agree opinions of B.R.C.C. were received on the components no 3 with 90%, which means 90% B.R.C.C. agree that the Training programs were organized as per planned time table.

It is also revealed from the above table that lowest agree opinions of B.R.C.C. with 56 % were received on the components no 21 , about mode of training which means only 56% B.R.C.C. agree that face to face mode of training was more effective than on air training. B.R.C.C. disagrees highest with 60% about the same topics of training on item 20, which means 60% B.R.C.C. opines that training programs were organized on different topics.

3.4.2 Opinions of C.R.C. coordinators with reference to administrative components of training

Analysis of Opinions of C.R.C.C. with reference to administrative components of raining is as follows.

Table 3.4.2: Percentage of C.R.C.C.'s Opinions with reference to administrative components of training

No	Statements	A	N	DA
3	Training programs were organized as per planned time table.	90.62*	7.29	2.08
4	Resource persons for training were selected as per their ability	68.75	17.71	13.54
7	Teachers opinion were obtained for the work of resource persons after completion of training	71.87	15.63	12.50
8	Amount given to resource persons is sufficient	57.29	10.42	32.30
14	One day training seems to be more effective in comparisons to more days training.	65.63	18.75	15.62
17	Grant received for training was sufficient.	75.00	15.63	9.38
20	Training programs were organized mostly on same subjects	27.09	19.79	53.13*
21	Face to mode of training was more effective then on air training	54.17*	19.79	26.04
28	More numbers of teachers were allotted in one section during training	33.33	17.71	48.96
30	Needs of teachers were considered during planning of training	83.34	9.38	7.30

It can be revealed from the above table that highest agree opinions with 90.62% of C.R.C.C. were received on the components no 3 about time table of training program which means that 90.62% C.R.C.C. agree about that the training program were organized as per planned time table.

It is also revealed from the above table that lowest agree opinions with 54.17 %, of C.R.C.C. were received on the components no 21 which means 54.17% C.R.C.C. opines that face to face mode of training programs was more effective than on air training.

C.R.C.C. disagrees highest with 53.13% on the item 20 which reveals the 53.13% C.R.C.C. opines that training programs were organized on different topics.

3.4.3 Opinions of Education Inspectors with reference to administrative components of training

Analysis of Opinions of E.I. with reference to administrative components of training is as follows.

Table 3.4.3: Percentage of E.I.'s Opinions of with reference to administrative components of training

No	Statements	A	N	DA
3	Training programs were organized as per planned time table.	95.23*	0.00	4.76
4	Resource persons for training were selected as per their ability	80.95	9.52	9.52
7	Teachers opinion were obtained for the work of resource persons after completion of training	66.67	23.81	9.52
8	Amount given to resource persons is sufficient	42.86*	16.67	40.47
14	One day training seems to be more effective in comparisons to more days training.	66.66	23.81	9.52
17	Grant received for training was sufficient.	73.81	11.90	13.28
20	Training programs were organized mostly on same subjects	26.19	21.43	52.38
21	Face to mode of training was more effective then on air training	52.38	16.67	30.95
28	More numbers of teachers were allotted in one section during training	28.57	9.52	61.90*
30	Needs of teachers were considered during planning of training	79.05	16.67	14.28

It can be revealed from the above table that highest agree responses with 95.23% of E.I. were received on the components no 3 on time table of training program, which means that 95.23% of E.I. opines that the Training programs were organized as per planned time table.

It is also revealed from the above table that lowest agree responses with 42.86 % of E.I. were received on the components no 8, which means only 42.86% E.I. agree that amount given to resource persons is sufficient

E.I. disagree highest with 61.90% on item 28 about allotment of teachers which means that 61.90% E.I. opines that teachers allotted for each section were appropriate in every section during training. .

3.4.4 Opinions of Principals of pay centre school with reference to administrative components of training

Analysis of Opinions of Principals of pay centre school with reference to administrative components of training is as follows.

Table 3.4.4: Percentage of Opinions of pay centre school's Principals with reference to administrative components of training

No	Statements	A	N	DA
3	Training programs were organized as per planned time table.	90.81*	4.08	5.10
4	Resource persons for training were selected as per their ability	65.31	26.53	8.16
7	Teachers opinion were obtained for the work of resource persons after completion of training	75.51	17.35	7.14
8	Amount given to resource persons is sufficient	51.03*	28.57	20.41
14	One day training seems to be more effective in comparisons to more days training.	68.36	17.35	14.28
17	Grant received for training was sufficient.	67.35	20.41	12.24
20	Training programs were organized mostly on same subjects	27.55	21.43	51.02
21	Face to mode of training was more effective then on air training	60.21	23.47	16.33
28	More numbers of teachers were allotted in one section during training	13.28	25.51	60.21*
30	Needs of teachers were considered during planning of training	69.39	15.31	15.31

It can be revealed from the above table that highest agree responses with 90.81% of Principals of pay centre school were received on the components no 3, which means that 90.81% Principals of pay centre school agree that the Training programs were organized as per planned time table.

It is also revealed from the above table by lowest agree responses with 51.03 % of Principals of pay centre school on the items no 8, which means only 51.03% **Principals of pay centre school** agree about the amount given to resource persons is sufficient. Further analysis of highest disagree opinion on item 28 with 60.21% about allotment of teachers reveals that 60.21% E.I. opines that the teachers allotted for each section were appropriate.

(B) Opinions of B.R.C. coordinators, C.R.C. coordinators, Education inspector and Principals of pay centre schools with reference to effective execution of training

In order to study the opinions of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools regarding various aspects of effective execution of training program ,an opinionnaire was constructed regarding various items on effective execution of training .This opinionnaire constitutes of 30 items out of which 20 items were related to effective execution of training. The items related to effective execution of training includes items on interest of teachers about training ,preparation of resource persons, regularity of teachers, utility of training program, cooperation of higher officials, infrastructural facilities, training material and monitoring of training, utilization of feedback of teachers for future training . The data obtained from B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools regarding various effective execution of training is presented in the preceding tables. The analysis of the items related to effective execution is as follows.

3.4.5 Opinions of B.R.C. coordinators with reference to effective execution of training

Analysis of Opinions of B.R.C.C. with reference to effective execution of training is as follows out of 20 items on effective execution item no 9,12,13,16,18 and 25 were negative items and rest were positive item

Table 3.4.5: Percentage of B.R.C.C.'s opinions with reference to effective execution of training

No	Statements	A	N	DA
1	Primary education has become qualitative by present training programs.	86	12	2
2	Teachers participate enthusiastically in training programs .	84	8	8
5	Opinions of human resources involved with training were considered in selection of resource persons.	64	26	10
6	Resource person come usually with complete preparation for providing training	82	14	4
9	Resource persons generally change their topic of training.	34	22	44
10	Teachers regularly remain present during training.	86	12	2
11	Appropriate disciplinary actions were taken for Irregular teachers.	50*	24	26
12	Most of the teachers do not remain present after recess.	6	6	88*
13	Training programs generally are not fruitful.	12	22	66
15	Higher officials cooperate in planning and implementation of training.	94*	4	2
16	There is lot of wastage of time in inauguration of training programs.	36	22	42*
18	Providing appropriate physical facilities at the place of training is difficult task.	40	16	44
19	Get complete cooperation of Principals of the schools where training was organized.	94*	2	4
22	Received sufficient learning material for training	86	14	0
23	Training modules justifies the need of teachers	94*	6	0
24	Receives timely information for remaining present in training.	92	6	2
25	Remuneration given for training to teachers was not sufficient.	24	32	44
26	Monitoring of training was done properly by higher officials	64	26	10
27	Residential training was less liked by teachers	80	12	8
29	Suggestions of teachers were considered for providing next training	72	14	14

It can be revealed from the above table with highest agree opinions of B.R.C.C. with 94% were received on the components no 15, 19 & 23 which means 94% B.R.C.C. agree that the higher officials cooperate in planning and implementation of training, they get

complete cooperation of principals of the schools where training was organized and training modules justifies the need of teachers .It is also revealed from the above table that lowest agree opinions of B.R.C.C. with 50 % were received on the components no 11, about disciplinary actions to be taken in case of absence during training which means only 50% B.R.C.C. agree that appropriate disciplinary actions were taken in case of absent teachers during training .

B.R.C.C. disagrees highest on item 12 with 88% which means that 88% B.R.C.C opines that most of the teachers remain present after recess.

B.R.C.C. disagrees lowest on item 16 with 42% which means that only 42% of B.R.C.C. believes that inauguration program of training does not waste their time.

3.4.6 Opinions of C.R.C. coordinators with reference to effective execution of training

Analysis of Opinions of C.R.C.C. with reference to effective execution of training is as follows.

Table 3.4.6: Percentage of C.R.C.C.'s opinions with reference to execution of training

No	Statements	A	N	DA
1	Primary education has become qualitative by present training programs.	85.42	8.33	6.25
2	Teachers participate enthusiastically in training programs	74.90	16.67	8.33
5	Opinions of human resources involved with training were considered in selection of resource persons.	62.50	28.13	9.37
6	Resource person come usually with complete preparation for providing training	80.21	12.50	7.29
9	Resource persons generally change their topic of training.	28.13	20.83	51.04
10	Teachers regularly remain present during training.	88.54	5.21	6.25
11	Appropriate disciplinary actions were taken for irregular teachers.	50.01*	29.17	20.83
12	Most of the teachers do not remain present after recess.	7.29	5.21	87.50*
13	Training programs generally are not fruitful.	13.54	13.54	72.91
15	Higher officials cooperate in planning and implementation of training.	80.21	13.54	6.25
16	There is lot of wastage of time in inauguration of training programs.	20.84	20.83	58.33
18	Providing appropriate physical facilities at the place of training is difficult task.	42.71	15.63	41.67*
19	Get complete cooperation of Principals of the schools where training was organized.	93.75*	5.21	1.04
22	Received sufficient learning material for training.	85.42	8.33	6.26
23	Training modules justifies the need of teachers.	87.50	10.42	2.08
24	Receives timely information for remaining present in training.	93.75*	4.17	2.08
25	Remuneration given for training to teachers was not sufficient.	26.05	21.88	52.08
26	Monitoring of training was done properly by higher officials	75	11.46	13.54
27	Residential training was less liked by teachers	71.88	14.58	13.54
29	Suggestions of teachers were considered for providing next training	76.04	11.46	12.50

It can be revealed from the above table that highest agree opinions of C.R.C.C. with 93.75% were received on item no 19 & 24 which means 93.745% C.R.C.C. agree that they get complete cooperation of Principals of the schools where training was organized. & receives timely information for remaining present in training

It is also revealed from the above table that lowest agree opinions of C.R.C.C. with 50.01 % were received on the item no 11 about the appropriate disciplinary actions which means that the appropriate disciplinary actions were taken for irregular teachers.

C.R.C.C. disagrees highest on item 12 with 87.50% which means that 87.50% C.R.C.C. opines that most of the teachers remain present after recess.

C.R.C.C. disagree lowest on item 18 with 41.67% which means that only 41.67 % of C.R.C.C. believes that it is not difficult to provide physical infrastructural facilities during training program..

3.4.7 Opinions of Education Inspectors with reference to effective execution of training

Analysis of Opinions of E.I. with reference to effective execution of training is as follows.

Table 3.4.7: Percentage of E.I's opinions with reference to effective execution of training

No	Statements	A	N	DA
1	Primary education has become qualitative by present training programs.	71.43	16.67	11.9
2	Teachers participate enthusiastically in training programs	59.53	21.43	19.05
5	Opinions of human resources involved with training were considered in selection of resource persons.	69.05	14.29	16.67
6	Resource person come usually with complete preparation for providing training	71.43	16.67	11.9
9	Resource persons generally change their topic of training	45.23	19.05	35.71*
10	Teachers regularly remain present during training.	76.19	19.05	4.76
11	Appropriate disciplinary actions were taken for Irregular teachers.	33.34*	26.19	40.48
12	Most of the teachers do not remain present after recess.	7.14	9.52	83.34*
13	Training programmes generally are not fruitful.	26.19	19.05	54.77
15	Higher officials cooperate in planning and implementation of training.	83.33	9.52	7.14
16	There is lot of wastage of time in inauguration of training program's.	16.66	21.43	61.91
18	Providing appropriate physical facilities at the place of training is difficult task.	23.81	28.57	47.62
19	Get complete cooperation of Principals of the schools where training was organized.	83.33	11.90	4.76
22	Received sufficient learning material for training	73.81	9.52	16.67
23	Training modules justifies the need of teachers	76.19	14.29	9.52
24	Receives timely information for remaining present in training.	83.34	4.76	11.9
25	Remuneration given for training to teachers was not sufficient.	26.19	26.19	47.62
26	Monitoring of training was done properly by higher officials	80.95	4.76	14.28
27	Residential training was less liked by teachers	85.71*	0.00	14.28
29	Suggestions of teachers were considered for providing next training	47.61	28.57	23.81

It can be revealed from the above table that highest agree opinions of E.I. with 85.71% were received on the item no 27, which means 85.71% E.I. agree that residential training was less liked by teachers. It is also revealed from the above table that lowest agree opinions of E.I. with 33.34 % were received on the item no 11 about the appropriate disciplinary actions were taken for irregular teachers.

E.I. disagrees highest on item no. 12 with 83.34% which means that 83.34% EI opines that most of the teachers do not remain present after recess.

E.I. disagrees lowest on item 9 with 35.71 % which means that only 35.71 % E.I. believe that resource persons change their topics during training.

3.4.8 Opinions of Principals of pay centre school with reference to effective execution of training

Analysis of Opinions of Principals of pay centre school with reference to effective execution of training is as follows

Table 3.4.8: Percentage of pay centre school's principals' opinions with reference to effective execution of training

No	Statements	A	N	DA
1	Primary education has become qualitative by present training programs.	80.61	10.20	9.18
2	Teachers participate enthusiastically in training programs	65.31	19.39	15.31
5	Opinions of human resources involved with training were considered in selection of resource persons.	64.28	19.39	16.32
6	Resource person come usually with complete preparation for providing training	83.68	10.20	6.12
9	Resource persons generally change their topic of training	32.65	23.47	43.87
10	Teachers regularly remain present during training.	82.65	7.14	10.2
11	Appropriate disciplinary actions were taken for Irregular teachers.	46.94*	20.41	32.65
12	Most of the teachers do not remain present after recess.	9.18	16.33	74.49*
13	Training programmes generally are not fruitful.	19.39	16.33	64.29
15	Higher officials cooperate in planning and implementation of training.	79.59	14.29	6.12
16	There is lot of wastage of time in inauguration of training programs.	23.47	22.45	54.09
18	Providing appropriate physical facilities at the place of training is difficult task.	37.75	26.53	35.71*
19	Get complete cooperation of Principals of the schools where training was organized.	96.94*	2.04	1.02
22	Received sufficient learning material for training	85.71	11.22	3.06
23	Training modules justifies the need of teachers	83.67	14.29	2.04
24	Receives timely information for remaining present in training.	92.86	4.08	3.06
25	Remuneration given for training to teachers was not sufficient.	26.53	25.51	47.95
26	Monitoring of training was done properly by higher officials	70.41	17.35	12.24
27	Residential training was less liked by teachers	79.6	11.22	9.18
29	Suggestions of teachers were considered for providing next training	51.02	28.57	20.41

It can be revealed from the above table that highest agree opinions of Principals of pay centre school with 96.94% were received on the item no. 19, which means 96.94%

Principals of pay centre school agree that they get complete cooperation of Principals of the schools where training was organized. It is also revealed from the above table that lowest agree opinions of Principals of pay centre school with 46.94 % were received on the item no. 11 which means that only 46.94% Principals of pay centre school opines appropriate disciplinary actions were taken for irregular teachers.

Principals of pay centre school disagree highest on item no. 12 with 74.49% which means 74.49% Principals of pay centre schools opines that most of the teachers remain present after recess during training. Principals of pay centre school disagree lowest on item 18 with 35.71. % which means only 35.71% Principals of pay centre school opines that providing appropriate physical infrastructure facilities at the training place is a difficult task.

3.5.0 Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with respect to infrastructure, training materials, interest of teachers, duration of programme , resource persons and obstacles for training

In order to study the feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with respect to infrastructure, training material, interest of teachers, duration of program, resource persons, obstacles for training program, implementation and effectiveness of the program questionnaire was constructed with 36 items on above aspects and their feedback was obtained on the above aspects through questionnaire. The data obtained from the above human resources involved in providing the training was analyzed quantitatively by computing percentage and priority order and qualitatively analysis was done for open ended questions.

The data obtained from B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools regarding infrastructure, training material for training program was analyzed as follows:

3.5.1 Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with reference to infrastructure and training material

Analysis of item 12 about infrastructure reveals that 98% B.R.C.C., 96.9% C.R.C.C., 92.9% E.I., 94.9% Principals of pay centre schools responds that Physical infrastructure like seating arrangement, arrangement for food were available as per the requirements of

training program but there is not much attention paid on cleanliness. Few of them opine that there was no arrangement of chairs for the teachers of old age which becomes a hindrance in their training.

Analysis of item 13 and 14 about training material reveals that 97.92% B.R.C.C., 96% C.R.C.C. and 93% E.I. and Principals of pay centre schools responds that modules and the teaching learning material for training were made available at proper time and in sufficient number as per the requirement of training.

Table No: 3.5.1: Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to training material

Human Resource	B.R.C.		C.R.C.		E.I.		Principal of Pay Central School	
	Average	Priority Order	Average	Priority Order	Average	Priority Order	Average	Priority Order
B.R.P.	5.65	5	5.72	2	6.68	2	5.2	6
B.R.G.	6.29	1*	5.6	4	5.91	6	5.72	4
S.R.G.	6.26	2	6.78	1*	6.78	1*	6.33	1*
B.R.C.	5.05	7	5.15	7	5.93	5	5.58	5
C.R.C.	5.87	4	5.61	3	6.4	3	6.03	2
Teacher	6	3	5.52	5	5.96	4	5.78	3
D.R.G.	5.59	6	5.39	6	5.35	7	4.8	7
Others	4.75	8	4.11	8	4.67	8	3.8	8

In the table no.3.5.1 priority order of all aspects are mentioned out of which first and last priority orders are mentioned here in detail.

Analysis of item 15 reveals that SRG is given first priority order by C.R.C.C., E.I. and Principals of pay centre schools. But B.R.C. Gave First Priority Order to SRG But B.R.C. gave to BRG on item 15 which means C.R.C.C., E.I. and Principals of pay centre schools opines that the help of SRG is taken highest in preparation of training modules, But B.R.C.C. opines that help of BRG is taken highest in preparation of training modules

3.5.2 Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with reference to interest of teachers regarding training

Analysis of item 18 about interest of teachers in training reveals that 90% B.R.C.C., 91% C.R.C.C., 76% E.I. and 90% Principals of pay centre schools opines responds that teachers take proper interest in training. But few of them opines that some teachers seem

to be less interested due to organization of frequent trainings and due to attending training of all subjects compulsorily.

Table No: 3.5.2(a): Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to interest of teachers regarding training

Component	B.R.C.		C.R.C.		E.I.		Principal of Pay Central School	
	Average	Priority Order	Average	Priority Order	Average	Priority Order	Average	Priority Order
Content	4.17	1*	3.91	1*	4.03	1*	4.06	1*
Method	3.73	2	3.78	2	3.84	2	3.94	2
Content com Methodology	3.52	4*	3.49	4*	3.52	4*	3.32	4*
Preparation of Teaching Learning Materials	3.7	3	3.57	3	3.69	3	3.76	3

In the table no.3.5.2 (a) priority order of all aspects are mentioned out of which first and last priority orders are mentioned here in detail.

Analysis of item 19 about interest of teachers in training reveals that content was given first priority order by C.R.C.C., E.I. and Principals of pay centre schools which means teachers take more interest in learning content and Last priority order was given to Content cum methodology which means C.R.C.C., E.I. and Principals of pay centre schools opines that teachers take least interest in learning content cum methodology.

Table 3.5.2(b): Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to interest of teachers regarding training

Component	B.R.C.		C.R.C.		E.I.		Principal of Pay Central School	
	Average	Priority Order	Average	Priority Order	Average	Priority Order	Average	Priority Order
Attitude Development	6.67	1*	6.75	1*	6.76	1*	6.44	1*
Life Skill	5.82	3	6.37	2	5.91	3	5.88	4
Motivation	5.76	4	5.64	4	6.19	2	6.12	2
Stress Management	5.71	5	4.85	5	5.39	4	4.56	6
Time Management	5.97	2	5.7	3	5.74	5	5.93	3
Leadership	4.72	6	4.57	6	4.79	6	5.03	5
Communication	2.93	8*	2.21	8*	2.87	8*	2.67	8*
Computer Skill	3.62	7	3	7	3.58	7	3.22	7

In the table no.3.5.2 (b) priority order of all aspects are mentioned out of which first and last priority orders are mentioned here in detail.

Analysis of item 20 with reference to interest of teachers regarding training reveals that Attitude development was given the first priority order by B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools which means in order to enhance professional competency of teachers the training of attitude development is more effective .

Last priority order given on same item by B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools was to communication which means in order to enhance professional competency of teachers the training of communication is least effective.

Table 3.5.2(c): Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to interest of teachers regarding training

Designation	B.R.C.	C.R.C.	E.I.	Principal of pay center school
Vidhya Sahayak	42.71*	54*	35.7	51*
Teachers having experience of 5-15	32.3	46	45.2*	34.7
Teachers having experience of more then 15	11.5*	28*	16.7*	17.4*

As per opinions of 42.71 % B.R.C.C., 54% C.R.C.C. and 51% Principals of pay centre schools on item 35.7% reveals that Vidhya Sahayaks take more interest and enthusiastically participate in training, but as per the 45.2 % feedback of E.I. reveals that teachers having experience of five to fifteen years take more interest and enthusiastically participate in training .Further analysis reveals that teachers having experience of more than fifteen years take least interest in training as per lowest opinion with 11.5 % B.R.C.C. and 28 %C.R.C.C., 16.7% E.I. and 17.4% Principal of pay centre school.Some also opines that there is less innovativeness in training.

3.5.3 Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with reference to resource persons of training

Table No 3.5.3: Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to resource persons of training.

Component	B.R.C.		C.R.C.		E.I.		Principal of Pay Central School	
	Average	Priority Order	Average	Priority Order	Average	Priority Order	Average	Priority Order
DIET Principal	7.17	6	6.24	8	5.79	10*	6.74	6
DIET Lecturer	7.1	7	6.95	5	6.87	5	6.53	8
B.Ed./ PTC Lecturer	5.63	10*	5.73	9	6.25	8	6.78	5
S.R.G.	7.03	8	7.02	4	6.38	7	6.88	4
D.R.G.	6.33	9	6.48	7	6.06	9	5.97	10*
B.R.P./ C.R.G.	7.5	3	7.51	3	7.26	2	7.33	3
Text book Writer	7.25	5	5.4	10*	6.5	6	6	9
B.R.C.	7.38	4	6.92	6	7.04	4	6.71	7
C.R.C.	7.56	2	7.53	2	7.24	3	7.77	2
Experienced Teacher	8.34	1*	7.69	1*	7.94	1*	8.25	1*

In the table no.3.5.3 priority order of all aspects are mentioned out of which first and last priority orders are mentioned here in detail.

The feedback on item 21 about their role reveals that the first priority order given by B.R.C.C., C.R.C.C., E.I. and Principal of pay central school to experienced teachers which means the help of experienced teachers was taken highest as resource person of training and experienced teachers proved effective as resource persons for training.

About Last priority order different opinions were received, last priority order given by B.R.C.C. to B.Ed. College /PTC, lecturer, C.R.C.C. to writers of text book board, E.I. has given the last priority order to DIET Principals, and Principals of pay centre schools has given last priority order to DRG which means B.R.C.C. opines B.ED.\PTC lecturers proved least effective but as per C.R.C.C. opinion writers of text book board proved least effective, As per E.I. opinion DIET Principals proved least effective and as per Principals of pay centre schools DRG proved least effective.

Feedback of B.R.C.C. on item 23 reveals that 92% B.R.C.C., 98% C.R.C.C., 95 % E.I. and 93% Principals of pay centre schools opines resource persons show enough interest and enthusiasm in providing the training .

The analysis of item no 34 about obstacles in on air training reveals that 92% B.R.C.C., 98% C.R.C.C., 95 % E.I. and 93% Principals of pay centre schools opines that resource persons are not trained properly for providing training.

3.5.4. Feedback of B.R.C.C, C.R.C.C., Education Inspectors and Principals of pay centre schools with reference to mode of training and obstacles for training program

The analysis of item no 24 about mode of training reveals 92% B.R.C.C., 98% C.R.C.C., 95 % E.I. and 93% Principals of pay centre schools opines that face to face mode of training was more effective compared to on air training.

Further analysis of item 27 about obstacles in face to face mode of training reveals the following facts:-

- Training is not provided by competent resource persons.
- Discussion on useless aspects during training
- Effectiveness of the training program is minimized due to repetition of same resource persons

The analysis of item 28 about steps to overcome obstacles of face to face mode of training reveals the following facts:-

- Resource persons should be changed
- Training should be more interesting
- Appropriate Time and place should be chosen for providing the training

The analysis of item no 25 about obstacles of on air training reveals that unclear transmission of dish TV is one of the major obstacles in on air training, stopping of electricity during training is the another obstacle of on air training. One of the major limitation in on air training is direct questioning is not possible in such type of training.

Further analysis of item 26 on steps to overcome on air obstacles reveals that the following steps were taken in order to overcome the above obstacles,

- Presence of electrician during training
- Organize generator
- Inform GEB

3.5.5 Analysis of Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with reference to Duration of Training program

Table 3.5.5(a): Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to Duration of Training program

Training	B.R.C.	C.R.C.	E.I.	Principal of Pay Central School
One Day	40*	54.17*	52.4*	57.1*
Two Days	22	16.67	26.2	23.5
Three Days	16	15.63	11.9	15.3
More Than Three Days	14*	7.29*	4.76*	2.04*
Residential	16	17.71	16.7	11.2
Non - Residential	60*	62.50*	59.5*	64.3*

It can be revealed from the above table , feedback of 40 % B.R.C.C., 54.17% C.R.C.C., 52.4% E.I. and 57.1% Principal of pay centre school that one day training was most effective The analysis of item 7 about duration of training program reveals that non residential training was given highest percentage with feedback 60% B.R.C.C., 62.5% C.R.C.C., 59.5% E.I. and 64.3% Principal of pay centre school which means that non residential training was most effective. Further analysis with least responses on more than 3 days training reveals that 14 % B.R.C.C., 7.29% C.R.C.C., 4.76% E.I. and 2.04%

Principal of pay centre school which means the training for more than three days was least effective.

Table 3.5.5(b): Duration of Training

Training	B.R.C. %	C.R.C. %	E.I. %	Principal of Pay Central School %
During summer Vacation	52	42.71	52.38	51.02
During Diwali Vacation	44	38.54	42.86	41.84
During Working Teaching Days	38	43.75	35.71	44.9
During Teaching Days By closing Teaching work	54	41.67	35.71	42.86

As per opinions of BRCC, CRCC, EI and principals of pay centre schools Training program for teachers were organized at the different timings as per the % shown in the above table. .

3.5.6 Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with reference to Implementation of training program

Table 3.5.6: Feedback of B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools with reference to Implementation of training program

Component	B.R.C.		C.R.C.		E.I.		Principal of Pay Central School	
	Average	Priority Order	Average	Priority Order	Average	Priority Order	Average	Priority Order
Time Selection	56	6	52.08	6	50	3	47.96	5
Time Table	78	2	57.29	5	52.38	2	55.1	3
Place Selection	60	5	64.58	3	50	4	64.29	1*
Providing Physical Infra Structure	64	3	58.33	4	47.62	5	53.06	4
Resource Person Selection	84	1*	65.63	1*	61.9	1*	56.12	2
Convener Selection	40	7*	39.58	7*	28.57	7*	36.73	7*
As Resource Person	64	4	65.60	2	45.24	6	45.92	6

In the table no.3.5.6 priority order of all aspects are mentioned out of which first and last priority orders are mentioned here in detail.

The analysis of item no. 2 about their role reveals that selection of resource person was given first priority order by B.R.C.C., C.R.C.C. and E.I. which means the role of B.R.C.C., C.R.C.C. and E.I. is main in selection of resource person, and Principals of pay centre schools play the main role in selection of place for training and their role is least in convener selection

The analysis of item 3 reveals that 98% B.R.C.C., 99 % C.R.C.C., 100 % E.I. and 98% Principals of pay centre schools that the record of attendance during training is maintained. Further analysis reveals that the register is maintained for the presence and leave reports were maintained for the absence.

The analysis of the item 4 reveals that teachers stay for the full time during training according to 98% responses of B.R.C.C., 99% C.R.C.C., 98% E.I. and 98% Principals of pay centre schools.

The analysis of item 5 about cooperation from the higher officials reveals that they get proper cooperation from the higher officials in planning and implementation of training according to 94% responses of B.R.C.C., 94% C.R.C.C. 95% E.I. and 96% Principals of pay centre schools.

The analysis of item 6 about timetable reveals that time table is followed strictly during training as per the 92% responses of B.R.C.C., 93% C.R.C.C., 91% E.I. and 94% Principals of pay centre schools.

The analysis of item 34 reveals that training was provided for organizing training programs as per the 80% responses of B.R.C.C., 68% C.R.C.C., 74% E.I. and 65%Principals of pay centre schools. Further analysis of the above item reveals that trainings were provided highest by DIET, B.R.C. and S.S.A.M.

3.5.7 Feedback of B.R.C. coordinators, C.R.C. coordinators, Education Inspectors and Principals of pay centre schools with reference to Effectiveness of training program

Analysis of item no.11 about monitoring of training reveals that monitoring of training was done highest by B.R.C.C.

Analysis of item no. 29 reveals that Information of training was provided at appropriate timings as per the opinion of 96% B.R.C.C. 98% C.R.C.C., 100% E.I. and 99% Principals of pay centre schools.

Analysis of item no. 30 reveals that base papers were given as per the 88% responses of B.R.C.C., 76% C.R.C.C., 71% E.I. and 77% Principals of pay centre schools. The analysis of item no. 31 reveals that pretest and post test was taken as per the 88% responses of B.R.C.C., 85% C.R.C.C. 91%, E.I. and 88 %Principals of pay centre schools. Further analysis of the item no 33 reveals that the results of pretest and post test were utilized for future planning of selection of content for training, selecting teachers as resource persons for training program and appointment of CRG.

Suggestions given by B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools on item 38 are as follows

- Training should be in the beginning of year
- Audio visual training should be provided.
- Training should be emphasized more in order to reduce Wastage and stagnation
- Training programs should also emphasize on How to handle Low I.Q. students.
- Continuous monitoring should be done during training program.
- Training should be given in advance to B.R.C.C. and C.R.C.C.
- One day training should be organized at the end of every month.
- Training programs should emphasize more on current trends
- Units for training should be given in advance to CRG.

3.6.0 Findings

Findings of the present research project are discussed as under.

3.6.1 Findings Related Advantages and Disadvantages of the Training

1. As per the teachers' opinion, highest benefit of the training was "Training is helpful to understand new syllabus." 87.52% of teachers agreed with it.
1. As per the teachers' opinion, second highest benefit of the training was "Proper use of audio visual aids in classroom can be learned by training."86.09% of teachers agreed with it.
2. At the third position, 83.71% of teachers were agreed on that "Presentation of difficult contents can be making easy by training."

3. 57.25% of teachers agreed that “Every matter taught in training is difficult to implement in the classroom.” In context to gender, male teachers opined that highest benefit of the training was “Training is helpful to understand new syllabus.” 90 % of Male teachers opined the same while 84.84 % of female agreed on that.
4. Female teachers opined that highest benefit of the training was “Proper use of audio visual aids in classroom can be learned by training.”85.71% of female teachers opined the same, while 87.02 male teachers agreed on that.
5. At the second position male teachers agreed on statement 25. 88.18 % of them opine that “Presentation of difficult contents can be making easy by training.” but only 79.28% of female teachers agreed on this statement.
6. 58.15% of female and 56.46% of male teachers agreed on that “Every matter taught in training is difficult to implement in the classroom.”
7. In context to experience teachers, more experienced teachers opined that highest benefit of the training was “Training is helpful to understand new syllabus.” 88.33% of more experienced teachers agreed on it, while 84.50 % of less experienced teachers opined the same..
8. Less experienced teachers opined that highest benefit of the training was “Proper use of audio visual aids in classroom can be learned by training.”85.44% of less experienced teachers agreed on it, while 86.27 % of more experienced teachers opined the same.
9. 53.27% of more experienced and 56.46% of less experienced teachers agreed on that “Every matter taught in training is difficult to implement in the classroom.”

3.6.2 Findings Related to Feedback of Teachers

1. 61.75% of teachers opine that training was interesting due to planning of training. Thus the planning of the training is the main reason to make the training interesting.
2. Group discussion was the most effective technique for the training, 58.65% of the teachers opined that, whereas seminar and workshop found least effective.
3. 78.48% of teachers were certain that non-residential training was more effective.
4. 43.61% of teachers opine that management of training at cluster level was more effective; where as equal numbers of teachers believe that management of training at block level, district level and state level was effective.

5. 61.57% of teachers agree that the training was conducted according to the timetable.
6. 80.62% of teachers expressed that the information regarding training programme was intimated well in time.
7. 72.50% of teachers experienced that officer's visits at the training venue did not create any hurdle or disturbance.
8. 75.15% of teachers informed that the attendance was taken twice a day.
9. 71.85% of teachers believe that the quality of training modules were of high standard.
10. 92.52% of teachers opine that the training modules were available well in time when 93.96% of teachers expressed that the stationeries for the training were available well in time.
11. According to the 97.19% of teachers, the new innovation and trends were incorporated in the training modules.
12. 70.17% of teachers were satisfied over the facilities provided to them at night stay.
13. 82.79% of teachers agreed that the venue of the training programme was convenient.
14. 49.76% of teachers declared that one day training program was sufficient.
15. Teachers had given first priority to the DIET'S lecturer and experience teachers as resource persons.
16. 52.87% of teachers opine that work of resources persons was always of good quality, whereas 41.76% of teachers opine that work of resources persons was most of the time of good quality.
17. 68.25% of teachers agreed that blackboard was used as teaching aid in training, where as 61.23% of teachers opine that charts were used by experts in training. O.H.P. and L.C.D. were least used in training.
18. 44.68% of teachers believe that experts provide chance to teachers to express their views. 36.19% of teachers agreed that experts have motivated them. 13.33% of teachers agreed that experts enforced their ideas on them.
19. 60.06% of teachers believe that experts were having good mastery over content.

3.6.3 Findings Related to Needs of the Training

1. The Highest need for training suggested by the teachers, for pedagogical aspects were “Teaching through activity” and training for “Learning disability” respectively. Lowest need suggested by the teachers were “Teaching with correlation” and “Planning of competency based teaching” respectively.
2. For subject related training teachers found highest need in the mathematics and second highest need in the English. The least prioritized subjects were Hindi and Sanskrit respectively.
3. Among all 11 components of professional competency, teachers found highest training need in “computer.” Training of child psychology” and “Time management” came on second and third priority respectively. Least prioritized components by teachers were “Communication” and “motivation” training respectively.
4. Teachers opined highest need of training for “Project work” and next to that was “Action research”. Where as “Report writing” was least needed.
5. From all components of evaluation, teachers feel that they need more training related to “Continuous and comprehensive evaluation” and the next to that was “Diagnostic test.” and they required least training related to “Grading system”.
6. Out of all the nature of training components , teachers prefer highest training through “Audio-visual aids”, Where as second highest preference was given to “Group discussion” and “Demonstration Method”, Where as ‘Assignment Method.’ Was least preferred.
7. Among all the components of computer training, highest priority was given to “M S Word” and the next to that was “M S Power Point.” They want Least Training in “CAL”

3.6.4 Findings Related to opinions of BRCC, CRCC, EIs and Principals of Pay centre Schools

1. Training programs were organized as per planned time table (90% B.R.C.C.,90.62% C.R.C.C., 95%E.I.,and 90.80% principals of pay centre schools)
2. 56% B.R.C.C.,54% C.R.C.C.,52.38% E.I. and 60.21% principals of pay centre schools opines face to mode of training was more effective then on air training.

3. Only 42.86% E.I. and 51.03 % principals of pay centre schools agree that amount given to resource persons is sufficient while 60% B.R.C.C. and 57.29% C.R.C.C agree on it.
4. 60% B.R.C.C. 53.13% C.R.C.C. disagree that training programs were organized mostly on same subjects whereas 52.38% E.I. and 51.02 % principals of pay centre schools disagree on it.
5. 61% E.I., 60.21% principals of pay centre schools disagree on more numbers of teachers were allotted in one section during training while only 58% B.R.C.C. and 48.96% C.R.C.C. disagree on it.
6. 94% B.R.C.C., 93.75% C.R.C.C., 83.33%E.I. and 96.94% principals of pay centre schools opine that they get complete cooperation of Principals of the schools where training was organized.
7. 94% B.R.C.C., 80.21% C.R.C.C., 83.33%E.I. and 79.59% principals of pay centre schools opine that higher officials cooperate in planning and implementation of training.
8. Only 50% B.R.C.C., 50.01% C.R.C.C., 33.34% E.I. and 46.94% principals of pay centre schools agree that appropriate disciplinary actions were taken for irregular teachers.
9. 88% B.R.C.C., 87.50% C.R.C.C., 83.34%E.I. and 74.49% principals of pay centre schools opine that most of the teachers do not remain present after recess.
10. Only 42% B.R.C.C., 58.33% C.R.C.C., 61.91% E.I. and 54.09 % principals of pay centre schools disagree that there is lot of wastage of time in inauguration of training programs.
11. Only 44% B.R.C.C., 51.04% C.R.C.C., 35.71 % E.I. and 43.87 % principals of pay centre schools disagree that resource persons generally change their topic of training.

3.6.5 Findings Related to Feedback of BRCC, CRCC, EIs and Principals of Pay centre Schools

1. 98% B.R.C.C., 96.9% C.R.C.C., 92.9 E.I., 94.9 Principals of pay centre schools responds that Physical infrastructure like seating arrangement, arrangement for food were available as per the requirements of training program but there is not much

attention paid on cleanliness. Few of them opine that there was no arrangement of chairs for the teachers of old age which becomes a hindrance in their training.

2. 97.92% C.R.C.C., 96% B.R.C.C. and 93% E.I. and Principals of pay centre schools responds that modules and the teaching learning material for training were made available at proper time and in sufficient number as per the requirement of training
3. 90% B.R.C.C., 91% C.R.C.C., 76% E.I. and 90% Principals of pay centre schools opines responds that teachers take proper interest in training. But few of them opines that some teachers seem to be less interested due to organization of frequent trainings and compulsorily to attending training of all subjects.
4. As per first priority order given by C.R.C.C., E.I. and Principals of pay centre schools reveals that teachers take more interest in learning content and least interest in learning content cum methodology.
5. Attitude development was given first priority order by B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools which means in order to enhance professional competency of teachers the training of attitude development is more effective.
6. In order to enhance professional competency of teachers the training of communication was least effective as per last priority order given on same item by B.R.C.C., C.R.C.C., E.I. and Principals of pay centre schools
7. 54% C.R.C.C., 42.71% B.R.C.C. and 51% Principals of pay centre schools opines that Vidhya Sahayaks take more interest and enthusiastically participate in training, but as per the 45.2 % feedback of E.I. reveals that teachers having experience of five to fifteen years take more interest and enthusiastically participate in training.
8. Teachers having experience of more than fifteen years take least interest in training as per lowest opinion with 11.5 % B.R.C.C., 28% C.R.C.C., and 16.7% E.I. and 17.4% Principal of pay centre l schools.
9. First priority order given by BRCC, C.R.C.C., E.I. and Principal of pay central school to experienced teachers which means the help of experienced teachers was taken highest as resource person of training and experienced teachers proved effective as resource persons for training.

10. 92% B.R.C.C., 98% C.R.C.C., 95 % E.I. and 93% Principals of pay centre schools opines that face to face mode of training was more effective compared to on air training
11. 40 % B.R.C.C., 54.17% C.R.C.C., 52.4% E.I. and 57.1% Principal of pay centre school opines that one day training was most effective
12. 60% B.R.C.C., 62.5% C.R.C.C., 59.5% E.I. and 64.3% Principal of pay centre school opines that non residential training was most effective.

3.7.0 Conclusion

The present research is a need based study of the teacher's training department of SSA. In this research feedback and opinions of the teachers regarding training imparted to them, Needs of the teachers for the future training was analyzed, Opinions of BRCC,CRCC EI and principals of pay center schools were also taken and analyzed for training, The training was beneficial for teachers. But they feel that all the aspects of training were difficult to implement to classroom,

Training was most beneficial for understanding new syllabus. Group discussion was proved most interesting, but effective techniques like workshop and seminar were least used. Quality of training modules found to be of high standard. Teachers were satisfied by facilities provided to them during training. Experienced teachers and DIET lectures were proved effective resource persons. Teachers require more training related to teaching through activities and learning disabilities. Teachers expressed that they need more training in mathematics and English, preferably in content and methodology. According to BRCC, CRCC, EI and principals of pay center schools opined that teachers take more interest in training of content. They also opined that in order to enhance professional competency of teachers the training of attitude development is more effective. Face to face mode of training is more effective. Vidhyasahayak take more interest and participated more enthusiastically in the training. Thus the training provided to project was fruitful in improving quality of education.

Bibliography

Chakrabarty, A., Bagchi, B., et al. (2005) An assessment of in-service teachers' training programmes in five districts of West Bengal Institute of Development Studies, Calcutta University, Kolkata

Garrett,H.E.(2006) , Statistics in Psychology and Education, New Dehli: Surjeet Publication

Gay,L.R. (200) Educational research (2nd ed.) New Jersey: Prentice Hall

Joshi, J.B(2000). undertook a study entitled "A study of primary teachers' opinions towards In-service training in Banaskantha district"

Nagi, B.S.(2004) The impact of in-service training on primary school teachers in Uttarakhand, Centre for Rural Studies, Sahibabad, Distt. Gaziabad (U.P.)

N. F.S., Asif, A. et al (2007) A study of the impact of teachers training at upper primary level, Institute of Advanced study in Education, Bhopal.

Patel A.V.(2000) carried out a study entitled "A Study Of Difficulties And Requirement Regarding Training Of Primary Teachers Of Panchmahal District"

Soni, R.B.L. (2007) Perceptions of scheduled caste teachers towards in-service training programmes and its relationship with Classroom processes at primary stage Department of Elementary Education, NCERT, New Delhi.

U. K. (2005) Study of the quality and impact of the training modules and the training programme under DPEP Phase-I for resource persons/trainers Rajasthan

Vohra, S.N (2000). undertook a study entitled "A study of primary teachers opinions about the training programmes conducted by DIET"

Wolf, F. M. (1986), Meta-analysis: Qualitative methods for research synthesis, Beverly Hills: sage

Appendices

- Appendix-A Tool – 1 Original and English Translated Copy
- Appendix-B Tool –2 Original and English Translated Copy
- Appendix-C Tool – 3 Original and English Translated Copy
- Appendix-D Tool – 4 Original and English Translated Copy
- Appendix-E Tool – 5 Original and English Translated Copy
- Appendix-F List of Schools and Field Investigators
- Appendix-G Appointment letter
- Appendix-H Acceptance Letter
- Appendix-I Certificate

APPENDIX - A



કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ફેકલ્ટી ઓફ એજ્યુકેશન

ઉપકરણ : ૧

વર્ગખંડ શિક્ષણ પર તાલીમની અસરો જાણવા શિક્ષકો માટેની
અભિપ્રાયવલિ

શિક્ષકનું નામ : _____
શાળાનું નામ : _____
શાળાનું સરનામું : _____
જાતિ : સ્ત્રી/પુરુષ ઉંમર : _____
હોદ્દો : કાયમી / વિદ્યાસહાયક
લાયકાત : (૧) શૈક્ષણિક લાયકાત : ધોરણ-૧૨/સ્નાતક / અનુસ્નાતક
(૨) વ્યાવસાયિક લાયકાત : PTC/B.Ed/M.Ed/Ph.d./
અન્ય: _____
અનુભવ (પૂરા વર્ષોમાં) : _____

શિક્ષક શ્રી,

સર્વ શિક્ષા અભિયાન અંતર્ગત અપાતી તાલીમ અંગે શિક્ષકોના પ્રતિભાવો જાણવા રાજ્યકક્ષાનો સંશોધન પ્રોજેક્ટ હાથ ધરવામાં આવેલ છે. સર્વ શિક્ષા અભિયાન દ્વારા આપને અપાયેલ તાલીમના સંદર્ભમાં વર્ગખંડ શિક્ષણ પર તાલીમની અસરો અંગે આપના અભિપ્રાયો જાણવાના હેતુસર આ અભિપ્રાયવલિ આપને આપેલ છે. નીચે દર્શાવેલ સૂચનાઓ ધ્યાનપૂર્વક વાંચી આપના અભિપ્રાયો આપશો.

(૧) આપ અભિપ્રાયવલિના વિધાનો શાંતિથી વાંચી આપના નિષ્પક્ષ અભિપ્રાયો દર્શાવશો.

- (૨) દરેક વિધાન સામે આપેલ પાંચ વિકલ્પો સંપૂર્ણ સંમત, સંમત, તટસ્થ, અસંમત, સંપૂર્ણ અસંમત માંથી તમારી પસંદના કોઈએક વિકલ્પ નીચેના ખાનામાં ખરા ની (✓) નિશાની કરી તમારા અભિપ્રાયો આપશો.
- (૩) આ અભિપ્રાયો વલિ ભરવા માટે કોઈ નિશ્ચિત સમય મર્યાદા નથી પરંતુ આપ શક્ય તેટલું વહેલું કાર્ય પુર્ણ કરો તેવી અપેક્ષા.

આપના તટસ્થ અભિપ્રાયો આ સંશોધન પ્રોજેક્ટ માટે ખૂબ મહત્વના છે. આપના પ્રતિચારો ગુપ્ત રાખવામાં આવશે અને તેનો ઉપયોગ માત્ર સંશોધન માટે જ થશે તેની ખાતરી આપીએ છીએ.

ક્રમ	વિધાનો	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
૧	તાલીમ દ્વારા વર્ગખંડમાં દૃશ્ય - શ્રાવ્ય સાધનોનો યોગ્ય રીતે ઉપયોગ કરતા શીખી શકાય છે.					
૨	તાલીમના કારણે અધ્યાપનની પૂર્વતૈયારી માટે ઉત્સાહ પેદા થાય છે.					
૩	તાલીમ આપનાર તજજ્ઞોના વ્યાખ્યાનો વર્ગખંડ શિક્ષણમાં ઉપયોગી બને છે.					
૪	તાલીમના લીધે વર્ગખંડ શિક્ષણની ગુણવત્તા સુધરે છે.					
૫	બી.એડ/પી.ટી.સી માં શીખેલી બાબતોનું જ તાલીમમાં પુનરાવર્તન થાય છે.					

ક્રમ	વિધાનો	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
૬	તાલીમ દ્વારા શીખવવામાં આવતી વિવિધ પદ્ધતિઓનો વર્ગવ્યવહારમાં અસરકારક રીતે ઉપયોગ કરી શકાય છે.					
૭	તાલીમ વિદ્યાર્થીઓની વ્યક્તિગત ભિન્નતાઓને ઓળખવામાં મદદરૂપ થાય છે.					
૮	તાલીમને કારણે શાળાના રોજંદા શિક્ષણ પર માઠી અસર પડે છે.					
૯	તાલીમમાં આપવામાં આવતા મોડ્યુલ્સ વર્ગખંડ શિક્ષણને અસરકારક બનાવવામાં ઉપયોગી થાય છે.					
૧૦	નવા અભ્યાસક્રમને સમજવામાં તાલીમ ઉપકારક છે.					
૧૧	તાલીમ દ્વારા નવીન અધ્યાપન પદ્ધતિઓ વિશે જાણકારી પ્રાપ્ત થાય છે જે વર્ગખંડ શિક્ષણને અસરકારક બનાવે છે.					
૧૨	વર્ગમાં વિદ્યાર્થીઓને પ્રવૃત્તિશીલ રાખવા માટેની પ્રયુક્તિઓ તાલીમ દ્વારા શીખી શકાય છે.					

ક્રમ	વિધાનો	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
૧૩	તાલીમમાં શીખવાતી દરેક બાબતનું વર્ગખંડમાં અમલીકરણ મુશ્કેલ છે.					
૧૪	તાલીમ દરમ્યાન બોલાવાતા નિષ્ણાંતો દ્વારા રજૂ થતી બાબતો આપણી વર્ગખંડ વ્યવસ્થાને ધ્યાનમાં રાખીને હોતી નથી.					
૧૫	તાલીમના કારણે સંદર્ભ સાહિત્યની માહિતી પ્રાપ્ત થાય છે.					
૧૬	વર્ગકાર્યની ઘણી સમસ્યાઓ તાલીમી કાર્યક્રમ દ્વારા હલ થઈ શકે છે.					
૧૭	તાલીમ બાળમાનસને સમજીને અધ્યાપન કાર્ય કરવામાં મદદરૂપ થાય છે.					
૧૮	વિદ્યાર્થીઓ પાસે કરવાના વિવિધ પ્રોજેક્ટની સમજૂતી તાલીમ દ્વારા મળી શકે છે.					
૧૯	તાલીમ દ્વારા વર્ગખંડમાં ઉપયોગી અધ્યાપન સામગ્રીના નિર્માણની સૂઝ વિકસે છે.					

ક્રમ	વિધાનો	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
૨૦	વિદ્યાર્થીઓના રસ અને સમજશક્તિ ઓળખીને અધ્યાપન કરવા માટે તાલીમ ઉપયોગી સાબિત થાય છે.					
૨૧	વર્ગખંડમાં સીધેસીધો ઉપયોગ થઈ શકે તેવી બાબતો તાલીમ દરમ્યાન શીખવાતી નથી.					
૨૨	તાલીમ પૂર્વે અને તાલીમ બાદ વિદ્યાર્થીઓની શૈક્ષણિક સિધ્ધિમાં તફાવત જણાતો નથી.					
૨૩	તાલીમ દ્વારા શિક્ષકોના આત્મવિશ્વાસમાં વધારો થાય છે					
૨૪	તાલીમ વિદ્યાર્થીઓ સાથેના યોગ્ય વ્યવહાર માટેની સમજ કેળવવા માટે મદદરૂપ થાય છે.					
૨૫	તાલીમ દ્વારા કઠિન વિષયવસ્તુની રજૂઆતને સરળ બનાવી શકાય છે.					

Translated copy

Kadi Sarva Vishwa Vidyalaya, Sector-23, Gandhinagar-382023
Faculty of Education
Opinionnaire for teachers Related to classroom teaching
Tool-1

Teacher's Name: _____

School's Name: _____

School's Address: _____

Gender: Male /Female Age: _____

Position: Permanent/ Vidhyasahayak

Qualification: 1) Educational Qualification
Std 12/ Graduate / Post Graduate

2) Professional Qualification
PTC/B.Ed/M.Ed/P.hd/Others

Experiences (in years): _____

Respected Teachers,

Some State level research objects are undertaken to know the feedback of teachers about the training given under Sarva Shiksha Abhiyan. To know the feedback of teachers about training given by Sarva Shiksha Abhiyan related to classroom teaching. Give your feedback after reading the following instructions carefully.

- 1) Give your neutral suggestion after reading each detail carefully.
- 2) Give your suggestion by putting a tick mark (✓) to any one of the five options, strongly agree, agree, neutral, disagree, & strongly disagree.
- 3) There is no specific limit, but we request you to complete as soon as possible.

Your strong feedbacks are important for this research project. Your feedback will be kept confidential and it will be used only for this research project, that we assure you.

Serial. No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Proper use of audio visual aids in classroom can be learned by training.					
2	Enthusiasm is created for pre-preparation of teaching by training.					
3	Lectures given by experts are useful in class room teaching.					
4	Quality of classroom teaching is improved by training.					
5	Contents taught at B.Ed and P.T.C. level are repeated in training.					
6	Various methods taught in the training can be effectively utilized in classroom interaction.					
7	Training is helpful to identify the Individual differences of the students.					
8	Regular teaching in school is affected due to training.					
9	Modules provided in the training are helpful to make classroom teaching effective.					
10	Training is helpful to understand new syllabus.					
11	Information regarding innovative teaching methods is provided by training, which makes classroom teaching more effective.					
12	Techniques to make students active in the classroom can be taught through training.					
13	Every matter taught in training is difficult to implement in the classroom.					
14	Matters presented by invited experts in training are not according to our classroom arrangement.					
15	Information regarding reference material can be received by the training.					

16	Many problems of class work can be solved by the training.					
17	Training is useful in classroom teaching by understanding child psychology.					
18	Training provides knowledge related to various projects to be conduct by the students.					
19	Training develops ability to create useful teaching materials.					
20	Training is useful in class room teaching by identifying students' interest and understanding.					
21	Matters are not taught during the training, which can be directly implemented in the classroom.					
22	There is no difference observed in students' achievement during before and after training.					
23	Self confidence of teachers is increases through training.					
24	Training helps to understand the proper classroom interaction with students.					
25	Presentation of difficult contents can be made easy by training.					

APPENDIX – B



કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ફેકલ્ટી ઓફ એજ્યુકેશન

ઉપકરણ : ૨

પ્રાથમિક શિક્ષકો માટેની પ્રશ્નાવલિ

સામાન્ય માહિતી

શિક્ષકનું નામ :

શાળાનું નામ :

શિક્ષક શ્રી,

સર્વ શિક્ષા અભિયાન દ્વારા શિક્ષકોને અપાતી તાલીમ અંગે તાલીમ સાથે સંકળાયેલ માનવબળ પાસેથી તાલીમ સંબંધિત માહિતી મેળવવા માટે આ પ્રશ્નાવલિ તૈયાર કરેલ છે. આપશ્રીએ આ તાલીમ કાર્યક્રમોમાં ભાગ લો છો. તેથી આપના મંતવ્યો જાણવા આ પ્રશ્નાવલિ આપને આપેલ છે. દરેક પ્રશ્ન તેમજ દરેક પ્રશ્નમાં પ્રતિચાર માટેનાં સૂચનો ધ્યાનથી વાંચી આ પ્રશ્નાવલિ ભરશો. આપના મંતવ્યો આ સંશોધન પ્રોજેક્ટ માટે મહત્વનાં બને છે.

આપના નિષ્પક્ષ અને તટસ્થ પ્રતિચારો આ સંશોધન પ્રોજેક્ટ માટે ખૂબ ઉપયોગી સાબિત થશે, તો આપશ્રી આ પ્રશ્નાવલિ ધ્યાનપૂર્વક વાંચી અને દરેક પ્રશ્નનો સાચો અને પ્રામાણિક ઉત્તરો આપશો તેવી અપેક્ષા.

આપના પ્રતિચારો સંપૂર્ણ પણે ગોપનીય રહેશે અને તેનો ઉપયોગ માત્ર આ સંશોધન પૂરતો જ કરવામાં આવશે તેની ખાતરી આપવામાં આવે છે.

આપના પૂરતા સહકારની અપેક્ષા.

1. આપ ક્યા ધોરણમાં ભણાવો છો? _____

2. આપ ક્યા વિષયો ભણાવો છો?

ધોરણ

વિષય

3. સ્નાતક /અનુસ્નાતક કક્ષાએ આપનો મુખ્ય વિષય કયો હતો?

● સ્નાતક કક્ષાએ _____ ● અનુસ્નાતક કક્ષાએ _____

4. આપે જૂન ૨૦૧૦ પછી કયા કયા તાલીમી કાર્યક્રમોમાં ભાગ લીધો છે? (તારીખના ક્રમમાં લખો)

5. આપે નીચેના પૈકી કયા વિષયોની કઈ બાબતો અંગે ભાગ લીધેલ છે ,જે તે વિષયની સામે (✓) કરી જણાવો.

વિષય	વિષયવસ્તુ	વિષય પદ્ધતિ	અધ્યયન-સામગ્રી નિર્માણ
• ગુજરાતી			
• હિન્દી			
• અંગ્રેજી			
• સંસ્કૃત			
• પર્યાવરણ			
• ગણિત			
• સામાજિક વિજ્ઞાન			
• વિજ્ઞાન અને ટેકનોલોજી			

6. ઉપરોક્ત વિષયો સિવાય આપે અન્ય કઇ બાબતમાં તાલીમ લીધી છે?

- _____
- _____
- _____
- _____

7. આપે લીધેલ તાલીમ પૈકી કઇ - કઇ તાલીમ આપને રસપ્રદ લાગી ?અગ્રતાક્રમમાં જણાવો.

- _____
- _____
- _____
- _____

8. કયા કારણોસર આપને ઉપરોક્ત તાલીમ રસપ્રદ લાગી?(✓) કરી દર્શાવો.

- તાલીમનું આયોજન _____
- તૃણોની વિષયસજ્જતા _____
- તૃણોની પ્રત્યાયનક્ષમતા _____
- તાલીમનું સ્વરૂપ _____
- તાલીમ સામગ્રી મોડ્યુલ્સ _____
- સહ તાલીમાર્થીના વ્યવહાર અને સહયોગ _____
- અન્ય (વિગત જણાવશો) _____

9) નીચેના પૈકી તાલીમ અંગેની કઇ પદ્ધતિ/પ્રયુક્તિ આપને રસપ્રદ અને ઉપયોગી લાગી? (✓) કરી દર્શાવો

- વ્યાખ્યાન પદ્ધતિ _____
- જૂથ/ચર્ચા પદ્ધતિ _____
- નિદર્શન પદ્ધતિ _____
- સેમિનાર _____

- પ્રોજેક્ટ વર્ક _____
- દૈનિક - શ્રાવ્ય સાધનોનો ઉપયોગ _____
- ઓન એર - ઓફ એર _____
- ફેસ ટુ ફેસ મોડ _____
- વર્કશોપ _____

10) કઈ કક્ષાથી થતું તાલીમનું આયોજન આપને વધુ અસરકારક લાગે છે? લાગુ પડતી બાબત સામે (✓) કરો.

- રાજ્ય કક્ષાએ _____
- જિલ્લા કક્ષાએ _____
- તાલુકા કક્ષાએ _____
- CRC કક્ષાએ _____

11) કયા પ્રકારની તાલીમ વધુ અસરકારક જણાયી હતી? લાગુ પડતી બાબત સામે (✓) કરો.

- નિવાસી _____
- બિનનિવાસી _____

12) તાલીમના સમય-પત્રક મુજબ કાર્ય થતું હતું? લાગુ પડતી બાબત સામે (✓) કરો.

- હંમેશા _____
- મોટે ભાગે _____
- ક્યારેક _____
- કદી નહીં _____

13) તાલીમ અંગેની જાણ આપને સમયસર કરવામાં આવે છે? લાગુ પડતી બાબત સામે (✓) કરો.

- હંમેશા _____
- મોટે ભાગે _____
- ક્યારેક _____
- કદી નહીં _____

14) તાલીમ સ્થળે અધિકારીઓની આવન-જાવનથી તાલીમ કાર્યક્રમમાં અવરોધ ઉભો થાય છે?

હા / ના

- 15) તાલીમ દરમિયાન દિવસમાં કેટલી વાર હાજરી લેવામાં આવે છે? લાગુ પડતી બાબત સામે (✓) કરો.
- એક વાર _____
 - બે વાર _____
 - બે થી વધુ વાર _____
- 16) તાલીમ દરમિયાન આપવામાં આવતા તાલીમ મોડ્યુલ્સના વિષયને અનુરૂપ હોય છે? લાગુ પડતી બાબત સામે (✓) કરો.
- હંમેશા _____
 - મોટે ભાગે _____
 - ક્યારેક _____
 - કદી નહીં _____
- 17) પૂરાં પાડવામાં આવતાં તાલીમ મોડ્યુલ્સની ગુણવત્તા કેવી હોય છે? લાગુ પડતી બાબત સામે (✓) કરો.
- ઉચ્ચ _____
 - મધ્યમ _____
 - નબળી _____
- 18) તાલીમ મોડ્યુલ્સ અને સ્ટેશનરી સમયસર મળી રહે છે?
- મોડ્યુલ્સ હા / ના સ્ટેશનરી હા / ના
- 19) પૂરાં પાડવામાં આવતાં મોડ્યુલ્સ વર્ગખંડમાં ઉપયોગી બની શકે તેવાં હોય છે?
- હા / ના
- 20) તાલીમ મોડ્યુલ્સમાં નવીન પ્રવાહોનો સમાવેશ કરવામાં આવે છે?
- હા / ના
- 21) તાલીમ દરમિયાન નીચેના પૈકી કઈ - કઈ સુવિધાઓ પૂરી પાડવામાં આવે છે? આપે લીધેલ કુલ તાલીમમાંથી કેટલી તાલીમ માં?

	ભાગ લીધેલ કુલ તાલીમ કાર્યક્રમોની સંખ્યા	જે તે સુવિધા કેટલા તાલીમ કાર્યક્રમમાં મળેલ તેની સંખ્યા
• અલ્પાહાર		
• ભોજન		
• સ્ટેશનરી		
• વાહન ભથ્થું		
• D.A.		

22) નિવાસી તાલીમ દરમિયાન રાત્રી રોકાણની પૂરતી સુવિધાઓ હોય છે?

હા / ના

23) તાલીમનું સ્થળ બધા શિક્ષકોને આવા-જવા માટે અનુકૂળ હોય તે ધ્યાનમાં રાખીને પસંદ કરવામાં આવે છે?

હા / ના

24) તમારા મત પ્રમાણે કેટલા દિવસની તાલીમ ઉચિત ગણાય? લાગુ પડતી બાબત સામે (✓) કરો.

- એક દિવસીય _____
- બે દિવસની _____
- ત્રણ દિવસની _____
- ત્રણ દિવસ કરતાં વધારે _____

25) તમારી દૃષ્ટિએ તજજ્ઞ તરીકે નીચેના પૈકી કોણ વધુ અસરકારક હોય છે? લાગુ પડતી બાબત સામે (✓) કરી અગ્રતાક્રમ આપો.

તજજ્ઞો	(✓) ની નિશાની	અગ્રતાક્રમ
• DIET ના પ્રાચાર્ય		
• DIET ના અધ્યાપકો		
• B.Ed / PTC ના અધ્યાપકો		
• S.R.G.		

• D.R.G.		
• બી.આર.પી/ સી.આર.જી		
• પાઠ્યપુસ્તકના લેખકો		
• BRC કો-ઓર્ડિનેટર		
• CRC કો-ઓર્ડિનેટર		
• અનુભવી શિક્ષકો		

26) તાલીમ આપનાર તજજ્ઞો ગુણવત્તા સભર કાર્ય કરે છે? લાગુ પડતી બાબત સામે (✓) કરો.

- હંમેશા _____
- મોટે ભાગે _____
- ક્યારેક _____
- કદી નહીં _____

27) તજજ્ઞો દૈનિક-શ્રાવ્ય સાધનોનો ઉપયોગ કરે છે? હા / ના

[જો હા હોય તો, નીચેના પૈકી કયાં સાધનોનો ઉપયોગ કરે છે.]

- બ્લેકબોર્ડ _____
- ચાર્ટ્સ _____
- મોડલ્સ _____
- OHP _____
- LCD પ્રોજેક્ટર _____
- CD / DVD _____
- ટેપરેકોર્ડર _____
- અન્ય _____

28) તાલીમ દરમિયાન તજજ્ઞોની માનસિકતા કેવી હોય છે? [સૌથી વધુ લાગુ પડતું હોય તેની સામે (✓) કરો]

- પોતાના વિચારો લાદવા માંગે છે. _____
- સહભાગીઓને મુક્ત અભિવ્યક્તિઓની તક આપે છે. _____
- સહભાગીઓને સતત સક્રિય રાખે છે. _____
- ઉત્સાહ પ્રેરક હોય છે. _____

29) તાલીમ આપનાર તજજ્ઞો વિષય પર કેવું પ્રભુત્વ ધરાવે છે? [લાગુ પડતી બાબત સામે (✓) કરો.]

- ઉત્તમ _____
- મધ્યમ _____
- નિમ્ન _____

30) તજજ્ઞોની રજૂઆતની ગુણવત્તા કેવી હોય છે? [લાગુ પડતી બાબત સામે (✓) કરો.]

- ઉદાહરણસહિત _____
- તાર્કિક _____
- ક્રમિક _____
- સંદર્ભ જન્ય _____

31) તાલીમ આપનાર તજજ્ઞો કઈ પદ્ધતિ/પ્રયુક્તિઓ ઉપયોગ કરે છે? [લાગુ પડતી બાબત સામે ✓ કરો અને તમારી પસંદગી મુજબ અગ્રતાક્રમ આપો.]

અગ્રતાક્રમ

- વ્યાખ્યાન પદ્ધતિ _____
- જૂથ ચર્ચા _____
- શૈક્ષણિક રમતો _____
- ક્વીઝ _____
- વર્કશોપ _____
- પ્રવૃત્તિ આધારિત _____

32) તજજ્ઞો સમયપત્રક અનુસાર સમયસર વર્ગ લેવા આવે છે? [લાગુ પડતી બાબત સામે (✓) કરો.]

- હંમેશા _____
- મોટે ભાગે _____
- ક્યારેક _____
- કદી નહીં _____

33) ઉપરોક્ત બાબતો સિવાય તાલીમ અંગે આપના મંતવ્યો નીચે દર્શાવશો.

Translated copy

Kadi Sarva Vishwa Vidyalaya, Sector-23, Gandhinagar-382023

Faculty of Education

Questionnaire for Primary Teachers

Tool-2

Teacher's Name:

School's Name:

Respected Sir,

This Questioner is prepared to get information from the teachers who have taken training under Sarva Shiksha Abhiyan. You are participating in one such program. Therefore, this questioner is provided to you to know your feedback. Fill this questionnaire after reading instruction for each question and their options carefully. Your views are important for this research project. Your neutral and strong feedback will be prove very useful for this research project. We hope that you will give appropriate answer of each and every question after reading the questioners carefully.

Your feedback will be kept confidential and it will be used only for the purpose of this research project, that we assure you.

- 1) In Which standard you are teaching?
- 2) Which subject you are teaching?
- 3) What was your main subject in graduation / Post Graduation?
- 4) After June 2010 in how many training you have participated?
- 5) In which subject and in which aspect you had participated?

Tick (v) the related aspects.

Subject	Content	Methodology	Constitute of TLM
Gujarati			
Hindi			
English			
Sanskrit			
Environment			
Mathematics			
Social Science			
Science & Technology			

- 6) Except above Subjects in which aspect you had taken training?

- 7) Which aspect of the training was more interesting among all the training you had taken?

- 8) According to you Which of the following reasons made the training more interesting?
 Tick (v) the reason
- Planning of Training _____
 - Competency of experts _____
 - Communication ability of experts _____
 - Meter of training _____
 - Modules of training _____
 - Behavior and co-operation of participant _____
 - Others (if any Specify) _____
- 9) Which of the methods/Technique, you found more interesting and useful?
- 10) By which level's planning of training you found more effective? Tick (v) the relevant level.
- State level _____
 - District level _____
 - Block level _____
 - CRC level _____
- 11) Which kind of training was more effective? Tick (v) related aspect
- Residential _____
 - Non-residential _____
 - _____
- 12) Was the work done according to the training time-table? Tick (v) the relevant response category
- Always _____
 - Most of the time _____
 - Sometimes _____
 - Never _____
- 13) Are you informed timely about training? Tick (v) related response category.
- Always
 - Most of the time
 - Sometimes
 - Never
- 14) Do the officers' visits create disturbance in training programme?
 Yes/No
- 15) How many times a day attendance is taken during the training? Tick (v) the related following.
- One time

- Two times
- More than two times

16) Are the modules given during the training appropriate to the subject?

- Always
- Most of the time
- Sometimes
- Never

17) What is the quality of modules provided during the training? Tick (✓) the relevant response category.

- High
- Medium
- Poor

18) Are the training modules and stationary attain sufficient and timely?

Modules Yes/no Stationary Yes/No

19) Are the provided modules useful in the classroom?

Yes/No

20) Are innovative trends includes in training modules?

Yes/No

21) Which of the following facilities were provided during the training? Out of which training, got the following facilities?

- Refreshment
- Meal
- Stationary
- T.A
- D.A

Total No of programme you have attained	No. of time facilities

22) Are there proper facilities for night stay in residential training?

Yes/No

23) Is the venue of the training programme selected keeping the convenience of transportation for teachers?

Yes/No

24) As per your opinion, How many days of training is appropriate? Tick (✓) the response

- One day
- Two days
- Three days
- More than three days

25) As per your opinion who was more effective as an expert? Tick (v) the priority

Experts	Tick (v)	Priority order
• Principal of DIET		
• DIET Lecturers		
• B.Ed /PTC Lecturers		
• S.R.G		
• D.R.G		
• B.R.P / C.R.G		
• Authors of textbooks		
• BRC Co-Ordinator		
• CRC Co-Ordinator		
• Experienced Teachers		

26) Are the experts doing quality work? Tick (v) the response

- Always
- Most of the time
- Sometimes
- Never

27) Are the experts using Audio-Visual aids? Yes/No
(If yes, then which of the following are used?)

- Black-Board
- Charts
- Modules
- OHP
- LCD projector
- CD/DVD
- Tape-recorder
- Others

28) How was the mentality of experts during the training ? Tick (v) the most appropriate option

- Enforcing their Ideas
- Providing Free Opportunity to Express Trainees Views
- Keeping Participants Active
- Increasing Enthusiasm

29) How was the mastery of experts over content?

- Excellent
- Medium
- Poor

30) How was the quality of presentation of experts?

- With illustration
- Logical

- In order
- With reference

31) What methods/techniques were used by experts? Tick (✓) the response and give priority order

		Priority Order
• Lecture method	_____	_____
• Group discussion	_____	_____
• Educations of games	_____	_____
• Quiz	_____	_____
• Work Shop	_____	_____
• Activity Base	_____	_____

32) Do the experts taking class according to timetable? Tick (✓) the Response

- Always _____
- Most of the time _____
- Sometimes _____
- Never _____

33) Give your suggestion regarding training except above described matters.



APPENDIX - C

કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ફેકલ્ટી ઓફ એજ્યુકેશન

ઉપકરણ : ૩

ભાવિ તાલીમ અંગે શિક્ષકો માટેની પ્રશ્નાવલિ

શિક્ષકનું નામ :
શાળાનું નામ :
શાળાનું સરનામું :
જાતિ : સ્ત્રી/પુરૂષ ઉંમર:
હોદ્દો : કાયમી / વિદ્યાસહાયક
લાયકાત : (૧) શૈક્ષણિક લાયકાત : ધોરણ:૧૨/સ્નાતક / અનુસ્નાતક
(૨) વ્યાવસાયિક લાયકાત : PTC/B.Ed/M.Ed/Ph.d./
અન્ય :
અનુભવ (પૂરા વર્ષોમાં) : _____

શિક્ષક શ્રી,

એક શિક્ષક તરીકેની સજજતા વધારવા માટે આપને સમયાંતરે તાલીમ આપવામાં આવે છે. આ તાલીમ આપને આપના રોજંદા શિક્ષણ કાર્યમાં ઉપયોગી બની હશે. ઘણા બધા વિષયો કે ક્ષેત્રોમાં હજી પણ તાલીમની જરૂર છે. તાલીમના વિષયો માત્ર આયોજક તરફ થી જ નક્કી કરવામાં આવે તો કદાચ તાલીમની ઉપયોગિતા વિશે શંકા રહે. તેથી જરૂરી છે કે જેમણે તાલીમ લેવાની છે તેઓ કયા પ્રકારની તાલીમ લેવા ઈચ્છે છે, કયા વિષય કે ક્ષેત્રમાં તાલીમની જરૂરિયાત અનુભવે છે તે જાણવામાં આવે તો શૈક્ષણિક ગુણવત્તા સુધારવામાં તાલીમ વધુ અસરકારક બને. ભવિષ્યના તાલીમ આયોજનોમાં આપ દ્વારા સૂચવાયેલી બાબતોને ધ્યાનમાં રાખીને તાલીમ ગોઠવી શકાય. આ માટે એક પ્રશ્નાવલિ તૈયાર કરી છે જે આપ ધ્યાનપૂર્વક વાંચી, વિચારીને આપના પ્રતિયારો આપશો તેવી અપેક્ષા.

નીચેની માર્ગદર્શક સૂચનાઓને ધ્યાનમાં રાખી આપના પ્રતિચાર આપશો.

- (૧) તમને આપેલ પ્રશ્નાવલિના કુલ સાત વિભાગો છે.
 (૨) દરેક વિભાગ માટે જે બાબતની આપ તાલીમ ઈચ્છતા હોય તેની સામે (✓) કરો. સૌથી વધુ જરૂરિયાતના સંદર્ભમાં એકથી શરૂ કરી અગ્રતાક્રમ આપવો.
 (૩) એકથી વધુ બાબતને એક સરખો અગ્રતાક્રમ આપી શકશો.

(૧) શિક્ષણશાસ્ત્ર વિષયક તાલીમ :

તાલીમ અંગેના કેટલાક ઘટકો નીચે દર્શાવેલ છે, તે પૈકી આપ જે ઘટક અંગે તાલીમ મેળવવા માંગતા હોય તેની સામે ✓ની નિશાની કરો. ✓ની નિશાની કરેલ ઘટકોને અગ્રતાક્રમ આપો.

ક્રમ	ઘટક	✓ ની નિશાની	અગ્રતાક્રમ
a	અધ્યયન-અધ્યાપન પ્રક્રિયા		
b	અધ્યાપન વ્યૂહરચનાઓ		
c	લર્નિંગ ડીસેબીલીટીસ (વિદ્યાર્થીની શીખવા સંદર્ભની અવરોધકતા)		
d	વર્ગ વ્યવહાર		
e	અનુબંધ દ્વારા શિક્ષણકાર્ય		
f	વિષયનું સંકલન		
g	ક્ષમતા કેન્દ્રી શૈક્ષણિક આયોજન		
h	પ્રવૃત્તિ દ્વારા શિક્ષણ		
i	અન્ય (વિગત જણાવશો) :		

(ર) વિષય સજજતા તાલીમ :

પ્રાથમિક શાળામાં ચાલતા મુખ્ય વિષયોની યાદી નીચે આપી છે.તમારી જરૂરિયાત પ્રમાણે વિષયો આગળ તેમજ જે તે વિષયની સામે કઈ બાબત માં આપને તાલીમની જરૂર છે તેના સામેના ખાનામાં ખરા (✓)ની નિશાની કરો.

ક્રમ	વિષય	વિષય વસ્તુ	પદ્ધતિ	વિષય વસ્તુ અને પદ્ધતિ	અધ્યયન સામગ્રી નિર્માણ	અગ્રતાક્રમ
A	ગુજરાતી					
B	હિન્દી					
C	અંગ્રેજી					
D	સંસ્કૃત					
E	પર્યાવરણ					
F	ગણિત					
G	સામાજિક વિજ્ઞાન					
H	વિજ્ઞાન અને ટેકનોલોજી					

(B) અન્ય વિષયો : આપની અન્ય વિષયોની તાલીમની જરૂરિયાત મુજબ અગ્રતાક્રમ આપો.

ક્રમ	વિષય	✓ ની નિશાની	અગ્રતાક્રમ
A	ચિત્ર		
B	સંગીત		
C	શારીરિક શિક્ષણ		
D	સમાજ ઉપયોગી ઉત્પાદન કાર્ય		

(૩) વ્યવસાયિક સજજતાની તાલીમ:-

આપની વ્યવસાયિક સજજતા વધારવા માટેની કેટલીક બાબતો નીચે દર્શાવેલ છે. આપની જરૂરિયાતની બાબતો સામે (✓) કરો. દરેક તે બાબત સામે આપની તાલીમ જરૂરિયાત મુજબ અગ્રતાક્રમ આપો.

(આ શબ્દો ન સમજાય તો ફિલ્ડ ઇન્વેસ્ટીગેટર પાસેથી સમજી લેવાં.)

ક્રમ	ઘટક	✓ ની નિશાની	અગ્રતાક્રમ
A	ટાઈમ મેનેજમેન્ટ		
B	સ્ટ્રેસ મેનેજમેન્ટ		
C	લાઈફ સ્કીલ		
D	બાળમાનસની સમજ		
E	પ્રત્યાયન		
F	સર્જનાત્મક વિચારણા		
G	નેતૃત્વ		
H	સામૂહિક કાર્ય		
I	પ્રેરણા		
J	હકારાત્મક વલણ		
K	કોમ્પ્યુટર સંબંધિત તાલીમ		

(૪) પ્રવૃત્તિ સંબંધિત તાલીમ :

પ્રાથમિક શિક્ષક તરીકે હાથ ધરવાની પ્રવૃત્તિઓની યાદી નીચે આપેલ છે. આ પ્રવૃત્તિઓના સંદર્ભ અપાતી તાલીમ જરૂરિયાત અનુસાર ટીક (✓) કરી તેમાંથી અગ્રતાક્રમ આપો.

ક્રમ	ઘટક	✓ ની નિશાની	અગ્રતાક્રમ
A	અહેવાલ લેખન		
B	ક્રિયાત્મક સંશોધન		
C	પ્રોજેક્ટ વર્ક		
D	અભિનય ગીત		
E	વાર્તાકથન		
F	વ્યક્તિ અભ્યાસ		

(પ) મૂલ્યાંકન સંબંધિત પાસાઓની તાલીમ :

શિક્ષક તરીકે આપે વિદ્યાર્થીઓનું યોગ્ય અને તટસ્થ મૂલ્યાંકન કરવાનું હોય છે. મૂલ્યાંકન ના સંદર્ભમાં ઘણી નવી બાબતો ઉમેરાઈ છે. આ અંગે નીચે દર્શાવેલ બાબતો પૈકી આપની તાલીમ જરૂરિયાત અનુસાર (✓) કરી તેમાંથી અગ્રતાક્રમ આપો.

ક્રમ	ઘટક	✓ ની નિશાની	અગ્રતાક્રમ
a	સતત અને સર્વગ્રાહી મૂલ્યાંકન		
b	વિવિધ પ્રશ્નોની રચના માટેની તાલીમ		
c	બ્લુપ્રિન્ટ આધારિત પ્રશ્નપત્રનું નિર્માણ		
d	નિદાનાત્મક કસોટીની રચના		
e	ઉપચારાત્મક કાર્ય		
f	ગ્રેડિંગ પદ્ધતિ		

(દ) તાલીમના સ્વરૂપ અંગેની આપની પસંદગી :

તમને આપવામાં આવનારી તાલીમના સ્વરૂપ અંગેની આપની પસંદગીના સ્વરૂપ સામે (✓) કરો. (✓) કરેલ બાબતોને અગ્રતાક્રમ આપો.

ક્રમ	ઘટક	√ ની નિશાની	અગ્રતાક્રમ
a	વ્યાખ્યાન પદ્ધતિ		
b	વ્યાખ્યાન અને જૂથચર્ચા પદ્ધતિ		
c	ચર્ચાપત્ર		
d	નિદર્શન પદ્ધતિ		
e	દૃશ્ય - શ્રાવ્ય માધ્યમ આધારિત		
f	દુરવર્તી માધ્યમથી તાલીમ		
g	સ્વાધ્યાય		

(૭) કોમ્પ્યુટર અંગેની તાલીમ:

શિક્ષકની વ્યવસાયિક સજ્જતાને વધારવા માટે કોમ્પ્યુટરનું જ્ઞાન મહત્વપૂર્ણ છે. તમારી જરૂરિયાત પ્રમાણે આપેલ બાબતોમાંથી આપની પસંદગી સામે (√) કરી તેને અગ્રતાક્રમ આપો.

ક્રમ	ઘટક	√ ની નિશાની	અગ્રતાક્રમ
a	Microsoft Word		
b	Microsoft PowerPoint		
c	Microsoft Excel		
d	CAL		
e	Internet		

Translated copy

Kadi Sarva Vishwa Vidyalaya, Sector-23, Gandhinagar-382023

Faculty of Education

Question for Teacher Regarding Future Training Programs

Tool-3

Teacher's Name: _____

School's Name: _____

School's Address: _____

Gender: Male /Female Age: _____

Position: Permanent/ Vidhyasahayak

Qualification: 1) Educational Qualification
 Std 12/ Graduate / Post Graduate

 2) Professional Qualification
 PTC/B.Ed/M.Ed/P.hd/Others

Experiences (in years): _____

Respected Teachers,

To increase your efficiency as a teacher periodic training is provided to you. This training would have proved to be beneficial in your regular school activities/ work .Training is needed in many other subjects and fields. If the training subjects are decided only by the organizer then there always prevails a doubt. So, it is very essential to know what sort of training is needed by the ones who are prospective trainees. If the subjects held in training are essential then, the training can be very effective in improving the quality of education.

In future the training program can be organized keeping in mind the matter or issues highlighted by you. For this purpose, a questionnaire is prepared, which you required to read carefully and respond thoughtfully.

Give your responses keeping in mind the below mentioned guidelines

- 1) There are seven Components in questionnaire.
- 2) In each component, the areas of your interest require to ticked (√). Give first priority order to highest required matter and then proceed in descending number. You can give same priority to more than one matter.

1. Training related to pedagogy

Some of the training related components are given below. Tick (v) the selected component in which you want to take training, also give priority order to ticked component.

Serial No.	Component	(v) Sign	Priority Order
a	Teaching-Learning process		
b	Teaching Strategies		
c	Learning disability (obstacle related to learning of student)		
d	Classroom interaction		
e	Teaching with correlation		
f	Coordination of subjects		
g	Competency centered teaching planning		
h	Teaching through activity		
i	Others(if specify)		

2. Training related to subject competency**(A) Main subjects**

List of main subjects of primary schools area given as follows. As per your requirement Tick (v) the subject and also mention in which criteria .After mentioning the criteria give them priority order.

Serial no	subject	content	Methodology	Content cum methodology	Preparation of TLM	Priority order
A	Gujarati					
B	Hindi					
C	English					
D	Sanskrit					
E	Environment					
F	Mathematics					
G	Social Science					
H	Science and technology					

(B) Other subjects:

Give priority order related to your requirements of other subjects.

Serial No	Subject	Tick (✓)	Priority order
A	Drawing		
B	Music		
C	Physical Education		
D	SUPW		

(3) Training related to Professional competency

There are some factors given below which increases your professional impotency.

Tick (✓) your requirement and give them priority order.

Serial No.	Component	Tick (✓)	Priority order
A	Time management		
B	Stress management		
C	Life skill		
D	Child psychology		
E	communication		
F	Creative Thinking		
G	Leadership		
H	Cooperative work		
I	Motivation		
J	Positive attitude		
K	Computer training		

(4) Activity related training

List of activities for primary teacher is given below. Tick ((✓)) requirement related to these activities and give them priority order.

Serial no.	component	Tick ((✓))	Priority order
A	Report writing		
B	Action research		
C	Project work		
D	Action song		
E	Story telling		
F	Case study		

(5) Evaluation aspects related training

Student evaluation should done proper and neutral by teacher. There are many new trends related to evaluation aspect. From given list Tick ((v) requirement and give them priority order.

Serial no.	component	Tick ((v)	Priority order
A	Continuous and comprehensive evaluation		
B	Training related to different kind of question		
C	Question paper according To blueprint		
D	Construction of Diagnostic test		
E	Remedial work		
F	Grading system		

(6) Selection related to Nature of training

Tick ((v) your requirement for nature of training and give it priority order.

Serial No.	Component	Tick ((v)	Priority order
A	Lecture method		
B	Lecture cum group discussion		
C	Discussion paper		
D	Demonstration method		
E	Audio-visual method		
F	Training through Distance Learning		
G	Assignment		

(7) Computer related training

Computer knowledge is essential for development of teacher's professional attitude. From given list Tick ((v) requirement and give them priority order.

Serial no	Component	Tick ((v)	Priority order
A	Microsoft Word		
B	Microsoft PowerPoint		
C	Microsoft Excel		
D	CAL		
E	Interent		



APPENDIX - D

કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ફેકલ્ટી ઓફ એજ્યુકેશન

ઉપકરણ : 4

બી આર સી કો-ઓર્ડિનેટર / સી આર સી કો-ઓર્ડિનેટર / કેળવણી
નિરીક્ષક/ પગાર કેન્દ્ર શાળાના આચાર્ય માટેની અભિપ્રાયાવલિ.

નામ :
શાળાનું નામ :
હોદ્દો :
જાતિ : સ્ત્રી/પુરુષ
લાયકાત : ૧) શૈક્ષણિક લાયકાત _____
૨) વ્યાવસાયિક લાયકાત _____

અનુભવ (પૂરા વર્ષોમાં)

શિક્ષક તરીકેનો શૈક્ષણિક અનુભવ : _____
વર્તમાન હોદ્દાનો અનુભવ : _____

માનનીય શ્રી,

સર્વ શિક્ષા અભિયાન અંતર્ગત પ્રાથમિક શિક્ષકોને અપાતી તાલીમ સાથે સંકળાયેલો છે. સર્વ શિક્ષા અભિયાન દ્વારા પ્રાથમિક શિક્ષકોને અપાતી તાલીમ અંગે રાજ્યકક્ષાનો એક સંશોધન પ્રોજેક્ટ હાથ ધરવામાં આવેલ છે. પ્રાથમિક શિક્ષકોને અપાતી તાલીમ અંગે આપના અભિપ્રાયો જાણવાના હેતુસર આ અભિપ્રાયાવલિ આપને આપેલ છે. નીચે દર્શાવેલ સૂચનાઓ ધ્યાનપૂર્વક વાંચી આપના અભિપ્રાયો આપો.

1. આપ અભિપ્રાયાવલિના વિધાનો શાંતિથી વાંચી આપના નિષ્પક્ષ અભિપ્રાયો દર્શાવશો.
2. દરેક વિધાન સામે પાંચ વિકલ્પો સંપૂર્ણ સંમત, સંમત, તટસ્થ, અસંમત, સંપૂર્ણ અસંમત માંથી તમારી પસંદના કોઈએક વિકલ્પ નીચેના ખાનામાં (✓) ની નિશાની કરી તમારા અભિપ્રાયો આપશો.
3. આ અભિપ્રાયાવલી ભરવા માટે કોઈ નિશ્ચિત સયમર્યાદા નથી પરંતુ આપ શક્ય તેટલું વહેલું કાર્ય પૂર્ણ કરો તેવી વિનંતી.

ક્રમ	વિધાન	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
૧	વર્તમાન તાલીમ કાર્યક્રમો દ્વારા પ્રાથમિક શિક્ષણ ગુણવત્તાયુક્ત બન્યું છે.					
૨	તાલીમી કાર્યક્રમોમાં શિક્ષકો ઉત્સાહપૂર્વક ભાગ લે					
૩	આયોજિત સમયપત્રક મુજબ તાલીમ કાર્યક્રમો યોજાય છે.					
૪	તાલીમ માટે તૃણોની પસંદગી તેમની યોગ્યતા પ્રમાણે થાય છે.					
૫	તૃણોની પસંદગીમાં તાલીમ સાથે સંકળાયેલ માનવબળનો અભિપ્રાય લેવામાં આવે છે.					
૬	તૃણો પૂરતી તૈયારી સાથે તાલીમ આપવા માટે આવે છે.					
૭	તૃણોની કામગીરી અંગે તાલીમ પૂર્ણ થયા બાદ શિક્ષકોના અભિપ્રાય લેવામાં આવે છે.					
૮	તૃણોને પુરસ્કાર તરીકે આપવામાં આવતી રકમ પૂરતી છે.					
૯	તૃણો મોટેભાગે વિષયાંતર કરતાં હોય છે.					
૧૦	તાલીમના સ્થળે શિક્ષકો નિયમિત રીતે હાજર રહે છે.					
૧૧	અનિયમિત શિક્ષકો સામે યોગ્ય શિક્ષાત્મક પગલાં ભરવામાં આવે છે.					
૧૨	મોટાભાગનાં શિક્ષકો ભોજન વિરામ બાદ હાજર રહેતા નથી					
૧૩	તાલીમી કાર્યક્રમો મોટેભાગે ફળદાયી નીવડતા નથી.					

ક્રમ	વિધાન	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
૧૪	વધારે દિવસ કરતાં એક દિવસની તાલીમ વધુ અસરકારક જણાય છે.					
૧૫	તાલીમનાં આયોજન અને અમલીકરણમાં ઉપરી અધિકારીઓ પૂરતો સહયોગ આપે છે.					
૧૬	તાલીમી કાર્યક્રમના ઉદ્ઘાટન સમારંભમાં સમયનો ઘણો બગાડ થાય છે.					
૧૭	તાલીમ માટે મળતી ગ્રાન્ટ પૂરતી છે.					
૧૮	તાલીમ સ્થળે યોગ્ય ભૌતિક સુવિધાઓ પૂરી પાડવી એક મુશ્કેલ કાર્ય છે.					
૧૯	તાલીમ જે સ્થળે યોજાઈ હોય તે સ્થળના આચાર્યશ્રીઓનો પૂરતો સાથ સહકાર મળી રહે છે.					
૨૦	મોટે ભાગે એકના એક વિષય પર તાલીમો યોજાતી હોય છે.					
૨૧	ઓન એર તાલીમ કરતાં ફેસ ટુ ફેસ મોડ દ્વારા તાલીમ વધુ અસરકારક બને છે.					
૨૨	તાલીમ માટેની અધ્યયન સામગ્રી પૂરતા પ્રમાણમાં મળી રહે છે.					
૨૩	તાલીમ મોડ્યુલ્સ શિક્ષકોની જરૂરિયાતોને પૂરતો ન્યાય આપી શકે તેવા હોય છે.					
૨૪	તાલીમમાં હાજર રહેવાની જાણકારી સમયસર મળી રહે છે.					
૨૫	તાલીમ માટે આપવામાં આવતું ભથ્થું શિક્ષકોને પૂરતું લાગતું નથી.					

ક્રમ	વિધાન	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
૨૬	તાલીમનું મોનિટરીંગ અધિકારીઓ દ્વારા યોગ્ય રીતે થાય છે.					
૨૭	નિવાસી તાલીમ શિક્ષકો ઓછી પસંદ કરે છે.					
૨૮	તાલીમના એક વર્ગમાં શિક્ષકોની ખૂબ મોટી સંખ્યા ફાળવવામાં આવે છે.					
૨૯	શિક્ષકો પાસેથી તાલીમ અંગે મળેલા અભિપ્રાયોને પુનઃતાલીમ સમયે પૂરતું મહત્વ અપાય છે.					
૩૦	તાલીમના આયોજન સમયે શિક્ષકોની તાલીમ જરૂરિયાતને ધ્યાનમાં લેવામાં આવે છે.					

Translated copy

Kadi Sarva Vishwa Vidyalaya, Sector-23, Gandhinagar-382023

Faculty of Education

Opinionnaire for B.R.C.C.,\C.R.C.C.\E.I.\Principal of pay centre school

Tool-4

Teacher's Name: _____

School's Name: _____

School's Address: _____

Gender: Male /Female Age: _____

Position: Permanent/ Vidhyasahayak

Qualification: 1) Educational Qualification
Std 12/ Graduate / Post Graduate

2) Professional Qualification
PTC/B.Ed/M.Ed/P.hd/Others

Experiences (in years): _____

Respected Teachers,

SSA has undertaken a project regarding provided to Primary Teachers The Present questionnaire is prepared to collect the information from the human resources Such as BRC, CRC, Education Inspector and principal of pay centre school involved in providing the training SSA. You are involved with the training therefore your opinions are important for this research project.

Your opinions will prove very useful for the current project please read this questionnaire carefully and give correct and responses for each question.

We assure you that your responses will be kept confidential and will be utilized only for the current project hope for your complete cooperation.

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Primary education has become qualitative by present training programs.					
2.	Teachers participate enthusiastically in training programs					
3.	Training programs were organized as per planned time table.					
4.	Resource persons for training were selected as per their ability					
5.	Opinions of human resources involved with training were considered in selection of resource persons.					
6.	Resource person come usually with complete preparation for providing training					
7.	Teachers opinion were obtained for the work of resource persons after completion of training					
8.	Amount given to resource persons is sufficient					
9.	Resource persons generally change their subject of training					
10.	Teachers regularly remain present during training.					
11.	Appropriate disciplinary actions were taken for Irregular teachers.					
12.	Most of the teachers do not remain present after recess.					
13.	Training programs generally are not fruitful.					
14.	One day training seems to be more effective in comparisons to more days training.					
15.	Higher officials cooperate in planning and implementation of training.					
16.	There is lot of wastage of time in inauguration of training programs.					
17.	Grant received for training was sufficient.					
18.	Providing appropriate physical facilities at the place of training is difficult task.					
19.	Get complete cooperation of principals of the schools where training was organized.					
20.	Training programs were organized mostly on same subjects					

21.	Face to mode of training was more effective then on air training					
22.	Received sufficient learning material for training					
23.	Training modules justifies the need of teachers					
24.	Receives timely information for remaining present in training.					
25.	Remuneration given for training to teachers was not sufficient.					
26.	Monitoring of training was done properly by higher officials					
27.	Residential training was less liked by teachers					
28.	More numbers of teachers were allotted in one section during training					
29.	Suggestions of teachers were considered for providing next training					
30.	Needs of teachers were considered during planning of training					

APPENDIX - E



કડી સર્વ વિશ્વ વિદ્યાલય, સે-૨૩, ગાંધીનગર-૩૮૨૦૨૩

ઉપકરણ : 5

બી આર સી કો-ઓર્ડિનેટર / સી આર સી કો-ઓર્ડિનેટર / કેળવણી નિરીક્ષક/ પગાર
કેન્દ્ર શાળાના આચાર્ય માટેની પ્રશ્નાવલિ

નામ : જાતિ : સ્ત્રી/પુરુષ
સંસ્થાનું નામ : વય :
જિલ્લો : તાલુકો :
કલસ્ટર :
હોદ્દો :
લાયકાત : ૧) શૈક્ષણિક લાયકાત _____
૨) વ્યાવસાયિક લાયકાત _____

શિક્ષક તરીકેનો શૈક્ષણિક અનુભવ : _____

હાલના હોદ્દાનો અનુભવ : _____

માનનીય શ્રી,

સર્વ શિક્ષા અભિયાન દ્વારા પ્રાથમિક શિક્ષકોને અપાતી તાલીમ અંગે એક સંશોધન પ્રોજેક્ટ હાથ ધરવામાં આવ્યો છે. સર્વ શિક્ષા અભિયાન દ્વારા શિક્ષકોને અપાતી તાલીમ અંગે તાલીમ સાથે સંકળાયેલ માનવબળ જેવા કે સી આર સી, કોર્ડિનેટર, બી આર સી કોર્ડિનેટર, કેળવણી નિરીક્ષક, પગારકેન્દ્ર શાળાના આચાર્ય વગેરે પાસેથી તાલીમ સંબંધિત માહિતી મેળવવા માટે આ પ્રશ્નાવલિ તૈયાર કરેલ છે. આપ શ્રી શિક્ષક તાલીમ કાર્યક્રમ સાથે સંકળાયેલ છો, તેથી આપના મંતવ્યો આ સંશોધન પ્રોજેક્ટ માટે મહત્વનાં બને છે.

આપના નિષ્પક્ષ અને તટસ્થ પ્રતિચારો આ સંશોધન પ્રોજેક્ટ માટે ખૂબ ઉપયોગી સાબિત થશે, તો આપશ્રી આ પ્રશ્નાવલિ ધ્યાનપૂર્વક વાંચી અને દરેક પ્રશ્નના સાચો અને પ્રામાણિક ઉત્તરો આપશો તેવી અપેક્ષા.

આપના પ્રતિચારો સંપૂર્ણ પણે ગોપનીય રહેશે અને તેનો ઉપયોગ માત્ર આ સંશોધન પૂરતો જ કરવામાં આવશે તેની ખાતરી આપવામાં આવે છે.

આપના પૂરતા સહકારની અપેક્ષા.

- 1) આપ તાલીમ કાર્યક્રમોના આયોજનમાં કેટલી વાર જોડાયા છો?
- 2) તાલીમ કાર્યક્રમોના આયોજનમાં નીચેના પૈકી કઈ બાબતોમાં આપની મુખ્ય ભૂમિકા હોય છે? લાગુ પડતી તમામ બાબતો સામે (✓) કરો.

- સમય પસંદગી _____
- સમય-પત્રક બનાવવું _____
- સ્થળની પસંદગી _____
- ભૌતિક સુવિધાઓ પૂરી પાડવી _____
- તજજ્ઞોની પસંદગી _____
- કન્વીનરની પસંદગી _____
- તજજ્ઞો તરીકે _____

- 3) તાલીમના સ્થળે શિક્ષકોની હાજરી/ ગેરહાજરી કે અનિયમિતતાની નોંધ રાખવામાં આવે છે?

હા / ના

જો હા હોય તો તે માટેની વ્યવસ્થા જણાવો.

- 4) તાલીમ સ્થળે તમામ શિક્ષકો પૂર્ણ સમય માટે રોકાય છે?

હા / ના

જો ના હોય તો તે અંગે કયા પગલાં લેવામાં આવે છે?

- 5) તાલીમના આયોજન અને અમલીકરણમાં ઉપરી અધિકારીઓનો યોગ્ય સહકાર મળી રહે છે?

હા / ના

જો હા હોય તો કઈ-કઈ બાબતોમાં

6) તાલીમના સમય-પત્રકનું ચુસ્ત રીતે અમલીકરણ થાય છે? હા / ના
જો ના હોય તો, તેના કારણો જણાવો.

7) આપની દૈનિક કેટલા દિવસની અને કયા પ્રકારની તાલીમ વધુ અસરકારક રહે છે? લાગુ પડતી બાબતો સામે (✓) કરો.

- એક દિવસીય _____
- બે દિવસીય _____
- ત્રણ દિવસીય _____
- ત્રણ કરતાં વધુ દિવસની _____
- નિવાસી _____
- બિનનિવાસી _____

8) તાલીમ કયા સમય દરમિયાન ગોઠવવામાં આવે છે? લાગુ પડતી તમામ બાબતો સામે (✓) કરો.

• ઉનાળુ વેકેશન દરમિયાન	
• દિવાળી વેકેશન દરમિયાન	
• શૈક્ષણિક કાર્ય ચાલુ હોય તો તેવા દિવસોમાં	
• કામકાજના દિવસોમાં શૈક્ષણિક કાર્ય બંધ રાખીને	

9) કયા પ્રકારની તાલીમ વધુ અસરકારક હોય છે?

- ઓન એર- ઓફ એર _____
- ફેસ ટુ ફેસ _____

10) તાલીમ અંગે મળતી ગ્રાન્ટમાંથી નીચેના પૈકી કઈ-કઈ બાબતો માટે ખર્ચ થાય છે? લાગુ પડતી તમામ બાબતો સામે (✓) કરો.

નિવાસી તાલીમ માટે

બિન નિવાસી તાલીમ માટે

- શિક્ષકોનું વાહન ભથ્થું
- અલ્પાહાર
- તૃણોને પુરસ્કાર
- ભોજન
- સંદર્ભ સાહિત્ય
- અન્ય (વિગત આપો)

11) તાલીમનું મોનિટરીંગ કોના દ્વારા અને કેવી રીતે કરવામાં આવે છે?

12) તાલીમના સ્થળે તાલીમને અનુરૂપ ભૌતિક સુવિધાઓ ઉપલબ્ધ હોય છે? હા / ના
જો ના હોય તો કઈ સુવિધાઓનો અભાવ જણાય છે?

13) તાલીમ માટે મોડ્યુલ્સ સમયસર મળી રહે છે? હા / ના

14) તાલીમ માટેની મોડ્યુલ્સ સામગ્રી પૂરતા પ્રમાણમાં મળી રહે છે? હા / ના

15) તાલીમ મોડ્યુલ તૈયાર કરવામાં નીચેના પૈકી કોની મદદ લેવામાં આવે છે? લાગુ પડતી તમામ બાબતો સામે (✓) કરો. અસરકારકતાના સંદર્ભમાં અગ્રતાક્રમ આપો.

અગ્રતાક્રમ

- બી.આર.પી
- બી.આર.જી
- એસ.આર.જી.
- લી.આર.સી
- સી.આર.સી.
- શિક્ષક
- ડી.આર.જી

- અન્ય (વિગતો આપો.) _____

16) તાલીમ માટેની બેઠક વ્યવસ્થા કેવી રીતે ગોઠવાય છે? લાગુ પડતી તમામ બાબતો સામે (✓) કરો.

- ધોરણવાર _____
- કલસ્ટરવાર _____
- બ્લોકવાર _____
- કલસ્ટર અને ધોરણવાર _____
- વિષયવાર અને કલસ્ટરવાર _____

17) તાલીમ પૂરી થયા પછી શિક્ષકોના અભિપ્રાય લેવામાં આવે છે? હા / ના

જો હા હોય તો કઈ-કઈ બાબતોમાં અભિપ્રાય લેવામાં આવે છે?

18) તાલીમ કાર્યક્રમમાં શિક્ષકો પૂરતો રસ દાખવે છે? હા / ના

જો ના હોય તો, તમારા મતે તેના કારણો જણાવો.

19) શિક્ષકોને નીચેના પૈકી કઈ બાબતોની તાલીમમાં રસ હોય છે? લાગુ પડતી તમામ બાબતો સામે (✓) કરી અગ્રતાક્રમ આપો.

ઘટક	(✓) ની નિશાની	અગ્રતાક્રમ
• વિષયવસ્તુ		
• વિષયપદ્ધતિ		
• વિષયવસ્તુ સહપદ્ધતિ		
• અધ્યયન- અધ્યાયન સામગ્રી નિર્માણ		
• અન્ય (વિગત જણાવશો)		

- 20) શિક્ષકોની વ્યવસાયિક સજ્જતા વધારવા માટે નીચેના પૈકી કઈ બાબતોની તાલીમ વધુ અસરકારક છે? લાગુ પડતી તમામ બાબતો સામે (✓) કરી અગ્રતાક્રમ આપો.
[કોઈ શબ્દ ન સમજાય તો ફિલ્ડ ઇન્વેસ્ટિગેટર પાસેથી સમજી લેવાં]

ઘટક	(✓) ની નિશાની	અગ્રતાક્રમ
• વલણ ઘડતર		
• લાઇફ સ્કીલ		
• પ્રેરણા		
• સ્ટ્રેસ મેનેજમેન્ટ		
• ટાઇમ મેનેજમેન્ટ		
• નેતૃત્વ		
• પ્રત્યાયન		
• કોમ્પ્યુટર સ્કીલ		

- 21) તાલીમનાં તજજ્ઞ તરીકે નીચેના પૈકી કોની-કોની સેવા લેવામાં આવે છે? લાગુ પડતી તમામ બાબતો સામે (✓) કરો.

તજજ્ઞો	(✓) ની નિશાની	અગ્રતાક્રમ
• DIET ના પ્રાચાર્ય		
• DIET ના અધ્યાપકો		
• B.Ed / PTC ના અધ્યાપકો		
• S.R.G.		
• D.R.G.		
• બી.આર.પી/ સી.આર.જી		
• પાઠ્યપુસ્તકના લેખકો		
• BRC કો-ઓર્ડિનેટર		
• CRC કો-ઓર્ડિનેટર		
• અનુભવી શિક્ષકો		

22) ઉપરોક્ત પૈકી કયા તજ્જી વધુ અસરકારક જણાય છે. ત્રણને અગ્રતાક્રમ આપો.

- _____
- _____
- _____

23) તાલીમ આપવામાં તજ્જી પૂરતો રસ અને ઉત્સાહ ધરાવે છે?હા / ના

જો ના હોયતો, તમારી દૃષ્ટિએ કારણો જણાવો.

24) કયા પ્રકારની તાલીમ વધુ અસરકારક રહે છે?

ઓન એર / ફેસ ટુ ફેસ મોડ _____

25) ઓન એર તાલીમમાં કયા અવરોધો નડે છે?

26) ઉપરોક્ત અવરોધો દૂર કરવા આપ કયા ત્વરિત પગલાં લો છો?

27) ફેસ-ટુ ફેસ તાલીમમાં કયા અવરોધો નડે છે?

28) ફેસ ટુ ફેસ તાલીમના અવરોધો દૂર કરવા આપ કયાં પગલાં લો છો?

29) શિક્ષકોને તાલીમ અંગે સમયસર જાણ કરવામાં આવે છે? હા / ના

30) તાલીમપૂર્વે શિક્ષકોને બેઝ પેપર આપો છો? હા / ના

31) તાલીમ દરમ્યાન Pre-test અને Post-test લેવામાં આવે છે? હા / ના

32) શિક્ષકોનું પરફોર્મન્સ તેમાં કેવું રહે છે? આપના મંતવ્યો જણાવો.

33) Pretest- Post test ના પરિણામોનો ઉપયોગ થાય છે? જો હા તો કઈ બાબતો માટે?

34) આ તાલીમી કાર્યક્રમો યોજવા માટે આપને કોઈ તાલીમ પૂરી પાડવામાં આવે છે?

હા / ના જો હા તો કોના દ્વારા અને કયા પ્રકારની.

35) કયા શિક્ષકો તાલીમ માટે વધુ રસ અને ઉત્સાહ દાખવે છે? લાગુ પડતી બાબત સામે (✓) કરો.

હોદ્દો	શિક્ષક	મુખ્ય શિક્ષક
વિદ્યાસહાયક		
પાંચથી પંદર વર્ષના અનુભવી		
પંદરથી વધુ વર્ષના અનુભવી		

36) ઉપરોક્ત બાબતો સિવાય તાલીમ અંગે આપના મંતવ્યો નીચે દર્શાવશો.

- ---
- ---
- ---
- ---
- ---

Translated copy

Kadi Sarva Vishwa Vidyalaya, Sector-23, Gandhinagar-382023
Faculty of Education
Questionnaire for B.R.C.C./C.R.C.C./E.I./Principal of pay centre school
Tool-5

Teacher's Name: _____

School's Name: _____

School's Address: _____

Gender: Male /Female _____ Age: _____

Position: Permanent/ Vidhyasahayak

Qualification: 1) Educational Qualification
Std 12/ Graduate / Post Graduate

2) Professional Qualification
PTC/B.Ed/M.Ed/P.hd/Others

Experiences (in years): _____

Respected Teachers,

SSA has undertaken a project regarding provided to Primary Teachers The Present questionnaire is prepared to collect the information from the human resources Such as BRC, CRC, Education Inspector and principal of pay centre school involved in providing the training SSA. You are involved with the training therefore your opinions are important for this research project.

Your opinions will prove very useful for the current project please read this questionnaire carefully and give correct and responses for each question.

We assure you that your responses will be kept confidential and will be utilized only for the current project hope for your complete cooperation

1. How many times have you participated in the training program?

2. What is your main role in training program?

Select the correct option:-

- Time selection _____
- Time table arrangements _____
- Selection of the place _____
- Provide physical infrastructure _____
- Selection of Resource person _____
- Selection of convenor _____
- As a resource person _____

3. Are there provisions made to record the presence and absence or irregularities of the teachers? Yes or no.

If yes then state the provisions

4. Do teachers remain present for the full time at the place of training?

Yes or no.

If no then state the action taken in this regard?

5. Do you get the cooperation from higher authorities in planning and execution training programs? Yes or no.
 If yes then in which aspects?

6. Is the timetable for training program strictly followed? Yes or no.
 If no give reasons.

7. According to your opinion how many days and what type of training program would be highly effective? Select the correct option below.

- 1 day
- 2 days
- 3days
- More than 3 days
- Residential
- Non residential

8. Training programs are organized during which time? Select the correct option.

▪ During summer vacation	<input type="checkbox"/>
▪ During diwali vacation	<input type="checkbox"/>
▪ During school timings	<input type="checkbox"/>
▪ During off teaching days	<input type="checkbox"/>

9. Which type of training program is more effective?

- On air training, off air training
- Face to face training

10. The grant available for the training program is spent for which of the below mentioned activities? Select correct option:-

	For residential	Non residential
▪ Travelling allowance for teachers	<input type="checkbox"/>	<input type="checkbox"/>
▪ Breakfast	<input type="checkbox"/>	<input type="checkbox"/>
▪ Award for resource person	<input type="checkbox"/>	<input type="checkbox"/>
▪ Food	<input type="checkbox"/>	<input type="checkbox"/>
▪ Reference Material	<input type="checkbox"/>	<input type="checkbox"/>
▪ Other (mention details)	<input type="checkbox"/>	<input type="checkbox"/>

11. How and by whom is the training program monitored?

12. Are all Physical infrastructural facilities available at the training centre for the training?

Yes or no.

If no then which facilities are not available?

13. Are the modules for the training available on time? Yes or no.

14. Are the modules for training available in appropriate number? Yes or no.

15. Whose help is taken for the preparation of training module from the below mentioned authorities:- select the correct option and give priority order as per their effectiveness.

Effectiveness:-

- | | | |
|-------------------------|-------|-------|
| ▪ B.R.P. | _____ | _____ |
| ▪ B.R.G. | _____ | _____ |
| ▪ S.R.G | _____ | _____ |
| ▪ B.R.C. | _____ | _____ |
| ▪ C.R.C. | _____ | _____ |
| ▪ Teacher | _____ | _____ |
| ▪ D.R.G. | _____ | _____ |
| ▪ Others(give details) | _____ | _____ |

16. How is the sitting arrangement made for the training program?

Select the correct option.

- Standard wise _____
- Cluster wise _____
- block wise _____
- Subject and cluster wise _____
- Cluster and standard wise _____

17. Is the feedback of the teachers taken after training program ? Yes or no

If yes than on which aspects?

18. Are the teachers take interest in the training programs? Yes or no.

If no give reasons

19. From the below mentioned aspects the teachers are interested in which aspects? Give priority order.

NO	Component	√	priority order
1.	Subject content		
2.	Methodology		
3.	Content cum methodology		
4.	Preparation of teaching learning material		
5.	Others		

20. To enhance the professional competency of the teachers in which of the following aspects training is more effective? Select the correct option according to the priority.

NO	Component	√	priority order
1.	Attitude development		
2.	Life skill		
3.	Motivation		
4.	Stress management		
5.	Time management		
6.	Leadership		
7.	Communication skills		
8.	Skill of computer		

21. Whose services are taken as resource person for the training program? Select the correct option.

Resource person	√	priority order
• DIET Principal		
• DIET Lecturer		
• PTC/B.ED Lecturer		
• S.R.G		
• D.R.G.		
• B.R.P./ C.R.G.		
• Authors of the text book		
• BRC coordinators		
• CRC coordinators		
• Experienced teachers		

22. Which of the above mentioned resource persons were highly effective? Give 3 priority orders.

23. Are the resource person shows full interest and enthusiasm in providing training?
Yes or no. If no give reasons according to you?

24. Which type of training is more effective?

On air / face to face mode? _____

25. Which are the obstacles that hinder on air training program?

26. Which are the instant steps taken to overcome the above hindrances?

27. Which are the problems encountered in face to face training?

28. Which are the steps taken to overcome the problems faced in face to face training?

29. Are timely information provided to the teachers regarding training program?

Yes or no

30. Is the base paper provided to the teachers before training program?

Yes or no.

31. Is pre-test and post test taken during training? Yes or no.

32. How is the performance of the teachers in those tests? Give your opinion?

33. How the results of pre-test and post- test are utilized? If yes state in which aspects.

34. Is any sort of training provided to you in order to organise such training programs?

Yes or no.

If yes than who provides it and of what type?

35. Which teachers show interest and enthusiasm in the training program? Select the option.

Designatio	teachers
Vidhya sahayak	
Experience of 5-15 years	
Experience more than 15 years	

36. State your opinions about the training program apart from the above mentioned matters?

APPENDIX – F

LIST OF SCHOOLS AND FIELD INVESTIGATOR

NO.	DISTRICT	BLOCK	FIELD INVESTIGATOR	SCHOOLS		
1	AHMEDABAD	AHMEDABAD	DIPTI GEVARIYA	BHADAJ PRATHMIK SHALA		
				GHATLODIYA PRATHMIK SHALA -1		
				GHATLODIYA PRATHMIK SHALA -2		
				HEBATPUR PRATHMIK SHALA		
				KUMAR PRATHMIK SHALA BOLAD		
				MEMNAGAR PRATHMIK SHALA -1		
				MEMNAGAR PRATHMIK SHALA -2		
				SARKARI VASAHATPRATHMIK SHALA VASTRAPUR		
				SOLA PRIMARYPRATHMIK SHALA		
				THALTEJ PRATHMIK SHALA -1		
				THALTEJ PRATHMIK SHALA -2		
				DASCROI	VIPUL PATEL	CHENPUR PRATHMIK SHALA
						CHHARODI PRATHMIK SHALA
	D'CABIN GUJ. PRATHMIK SHALA					
	D'KEBIN HINDI. PRATHMIK SHALA					
	HARIPARK VARG PRATHMIK SHALA					
	JAGATPUR PRATHMIK SHALA					

				KALI PRATHMIK SHALA-1
				KALI PRATHMIK SHALA-2
				KHODIYAR PRATHMIK SHALA
				KHODIYAR PARA PRATHMIK SHALA
				LILAPUR PRATHMIK SHALA
				RAHAPURA PRATHMIK SHALA
				TRAGAD PRATHMIK SHALA
2	AMRELI	BABRA	MAYUIR GUNIA	AMARPADA PAY CENTER PRATHAMIK SHALA
				GALKOTDI PRATHAMIK SHALA
				KUVARGADH PRATHAMIK SHALA
				PAY CENTER KUMAR SHALA CHAMARDI
				SHREE PLOT SCHOOL CHMARDI
				SHRI HADANGADH PRATHAMIK SHALA
				SHRI KANYA SHALA CHAMARDI
				SHRI LUNKI PRATHAMIK SHALA
				SHRI VALARADI PRATHAMIK SHALA
				VANDALIYA PRATHAMIK SHALA
		DHARI	NITIN JOTANIYA	AMARPADA PLOT PRATHAMIK SHALA
				AMBARDI PRATHAMIK SHALA
				BHARAD PRATHAMIK SHALA

				DANGAVADAR PRATHAMIK SHALA
				KHICHA PRATHAMIK SHALA
				LAINPARA PRATHAMIK SHALA
				NAVI VASA HAR PAY CENTER SHALA
				PRATHAMIK SHALA SHIVAD
				PREMPARA PAY CENTER SHALA
				SHRI HARIPARA PRATHAMIK SHALA
				TALUKA PRATHAMIK SHALA
				UCHHA SHIKSHAN NABAPADA
3	ANAND	BORSAD	JINTAL PATEL	KANYA PRATHMIK SHALA ALARSA
				KANYA PRATHMIK SHALA DAVOL
				KUMAR PRATHMIK SHALA ALARSA
				PATHMIK SALA NAVA PURA
				PAY CENTER GROUP PRATHMIK SHALA
				PRATAMIK SALA VANSKHILIYA
				PRATAMIK KHETISHALA VANSKHILIYA
				PRATHMIK SHALA DAVOL
				PRATHMIK SHALA HURKHAPURA
				PRATHMIK SHALA PIPALIYAPURA
				PRATHMIK SHALA VADIPUR

				PRATHMIK SHALA VANIYAPURA
		ANAND	ANIRUDHH THAKAR	KANYA SHALA SAMARAKHA
				KUMAR PRATHMIK SHALA SAMRAKHA
				BHUTARDA PRATHAMIK SHALA
				PRATHMIK SHALA CHARAVARG
				PRIMARY SCHOOL JITODIYA
				SADANAPURA MISHRA PRATHMIK SHALA
				PRATHAMIK SHALA CHAMUNDA PURA
				PRATHMIK SHALA BODAL
				SHREE GANSWAMI PRATHMIK SHALA KHANDHLI
4	BANASKANTHA	DEESA	BHARAT PATEL	PANCHRATN PRIMARY KANYA PRATHMIK SHALA
				JAY JOGMAYAPRATHMIK SHALA
				JUNA MALGATH PRATHMIK SHALA
				KENAL KOLONI PRATHMIK SHALA
				LIRCH PRATHMIK SHALA
				MALGATH PRIMARY SCHOOL
				RELWAY STATIONPRATHMIK SHALA
				SHREE KUNPATPRATHMIK SHALA
				TALUKA PRATHMIK SHALA
				ZAVIRINAGARPRATHMIK SHALA

		PALANPUR	BHARAT PATEL	CHANKAYPURI PRATHMIK SHALA
				JAMPURA PRATHMIK SHALA
				PAY KENDRA BRANCH PRATHMIK SHALA -2
				RAMPURA PRATHMIK SHALA
				SADARPUR PAY KENDRA PRATHMIK SHALA
				SHREE KEMA CHOKKHI PRIMARY SCHOOL-2
				SHREE KEMA CHOKKHI PRIMARYPRATHMIK SHALA -1
				SHREE NAVA LAXMIPURA PRATHMIK SHALA
				SHREE S.N. KOTHARI PRATHMIK SHALA -2
				TARANAGARPRATHMIK SHALA
5	BHARUCH	AMOD	VIJAY JOSHI	KANYA PRATHMIK SHALA AACHOD
				KUMAR PRATHMIK SHALA AACHOD
				NAVI VASAHATPRATHMIK SHALA AACHOD
				PRATHMIK MISHRA SHALA RANADA
				PRATHMIK MISHRA SHALA AASNERA
				PRATHMIK MISHRA SHALA BODKA
				PRATHMIK MISHRA SHALA SCHOOL BUAA
				PRATHMIK MISHRA SHALA TANCHHA
				PRATHMIK MISHRA SHALA SCHOOL ANOR
				PRATHMIK SHALA ANOR

				PRATHMIK SHALA BODKA
				PRATHMIK SHALA ITOLA
				PRATHMIK SHALA KERVADA
				PRATHMIK SHALA RANADA
				PRATHMIK SHALA TANCHHA
		VAGARA	SANDIP JOSHI	KANYA PRATHMIK SHALA VAGARA
				PPRATHMIK MISHRA SHALA ORANCHHAN
				PPRATHMIK SHALA ORANCHHAN
				PRATHMIK MISHRA SHALA CHANCHVEL
				PRATHMIK MISHRA SHALA PAHAJ
				PRATHMIK MISHRA SHALA VANTA PART
				PRATHMIK MISHRA SHALASCHOOL MULER
				PRATHMIK SHALA PAHAJ
				PRATHMIK SHALA PRANKAL
				PRATHMIK SHALA BADALPURA
				PRATHMIK SHALA KESHVAN
				PRATHMIK SHALA SACHAN
				PRIMARY BUNIYADI KUMAR PRATHMIK SHALA VAGARA
6	BHAVNAGAR	BOTAD	VALA LAVJI	NAGAR PRATHMIK SHALA-12
				NAGAR PRATHMIK SHALA-8

				NAGARPRATHMIK SHALA-2 BOTAD
				SHREE BODI PRATHMIK SHALA
				SHREE KANIYADPRATHMIK SHALA
				TARDHARA PRATHMIK SHALA
				PIPARDI PRATHMIK SHALA
				NAGAR PRATHMIK SHALA-1
				NAGAR PRATHMIK SHALA-4
				NAGARPRATHMIK SHALA-6 BOTAD
		VALBHIPUR	ASWIN AVIYA	BHOJPARAPRATHMIK SHALA
				BHORANIYA PRATHMIK SHALA
				HARIOM PRATHMIK SHALA
				MANAS KUMAR PRATHMIK SHALA
				MEVASA PRATHMIK SHALA
				PIPLIYA PRATHMIK SHALA
				RATANPUR K. V. PRATHMIK SHALA
				SHREE MANAS KANYA VIDHALAYA
				SHREE MANAS PRATHMIK SHALA
				SHREE NAVAGAM PRATHMIK SHALA
				SHREE S.L. KANANI MANAS KANYA PRATHMIK SHALA
				SHREE SHAHPUR PRATHMIK SHALA

7	DAHOD	DAHOD	KALPANA PATEL	BHARAD PRATHAMIK SHALA
				DASHALA MUKHYA PRATHAMIK SHALA
				DHAMARDA PRATHAMIK SHALA
				GARESH K VARG BORVARI PRATHAMIK SHALA
				GUNDI FALIYA VARG PRATHAMIK NINI LACHELI
				HIMALA VARG PRATHAMIK SHALA
				KHAJURI PRATHAMIK SHALA
				KHAVA FALIYA VARG BORVARI
				MILI K VARG BAHAMKHODA
				NAVI VASAHAR PRATHAMIK SHALA
				SHRI BHAYAVADAR PRATHAMIK SHALA
				UTARA K VARG BAHAMKHODA PRATHAMIK SHALA
				VAKHASHIYA MUKHYA PRATHAMIK SHALA
	DHANPUR	GUNVANT PATEL	BHANDOD PRATHMIK SHALA	
			BHANDOD PRATHMIK SHALA	
			HUMKA MAIN PRATHMIK SHALA	
			HUMKA MAIN PRATHMIK SHALA	
			KAKADKHILA PRATHMIK SHALA	
			KAKADKHILA PRATHMIK SHALA	
KHALTA PRATHMIK SHALA				

				KHALTAPRATHMIK SHALA
				KOTAMBI PRATHMIK SHALA
				M.F.V SIMAMOE
				MOTI MALUPRATHMIK SHALA
				MOTI MALUPRATHMIK SHALA
				STATION F. PRATHMIK SHALA
				STATION F. PRATHMIK SHALA
8	DANG	VADHAI	SHITAL PATEL	BHADARPADA PRATHMIK SHALA
				BHALKHET PRATHMIK SHALA
				BORINGVADHA PRATHMIK SHALA
				CHIKAR PRATHMIK SHALA
				CHIKHLAPRATHMIK SHALA
				CHIKHLI PRATHMIK SHALA
				CHINCHOD PRATHMIK SHALA
				DAGUMYA PRATHMIK SHALA
				DHODHALPADA PRATHMIK SHALA
				DODIYAPADA PRATHMIK SHALA
				GAYVANVARGPRATHMIK SHALA
				KALIBEL PRATHMIK SHALA
				KOYLIPADA PRATHMIK SHALA

				KUNDA PRATHMIK SHALA
				ODAPADA PRATHMIK SHALA
				PANDHARWADAPRATHMIK SHALA
				PATVI PRATHMIK SHALA
				PRATHMIK SHALA
				SAKARPATAD PRATHMIK SHALA
				SARDAR KOTVALIYA PRATHMIK SHALA
				SHILOTMAD PRATHMIK SHALA
				SHILOTMADPRATHMIK SHALA
				SUSARDA PRATHMIK SHALA
				TEKPADA PRATHMIK SHALA
				VADHAY TALUKA PRATHMIK SHALA
		KALIBEL	VIJEYTA GANVIT	BHADARPADA PRATHMIK SHALA
				BHALKHET PRATHMIK SHALA
				BORINGVADHA PRATHMIK SHALA
				CHIKAR PRATHMIK SHALA
				CHIKHLA PRATHMIK SHALA
				CHIKHLI PRATHMIK SHALA
				CHINCHOD PRATHMIK SHALA
				DAGUMYAPRATHMIK SHALA

				DHODHALPADA PRATHMIK SHALA
				DODIYAPADA PRATHMIK SHALA
				GAYVANVARG PRATHMIK SHALA
				KALIBELPRATHMIK SHALA
				KOYLIPADA PRATHMIK SHALA
				KUNDA PRATHMIK SHALA
				ODAPADA PRATHMIK SHALA
				PANDHARWADAPRATHMIK SHALA
				PATVIPRATHMIK SHALA
				PRATHMIK SHALA
				SAKARPATAD PRATHMIK SHALA
				SARDAR KOTVALIYA PRATHMIK SHALA
				SHILOTMAD PRATHMIK SHALA
				SHILOTMAD PRATHMIK SHALA
				SUSARDA PRATHMIK SHALA
				TEKPADA PRATHMIK SHALA
				VADHAY TALUKA PRATHMIK SHALA
9	GANDHINAGAR	GANDHINAGAR	RAVAL HARDIK	AADIVADA GOV. PRATHMIK SHALA
				GOV. PRATHMIK SHALA -1 SECTOR-24
				GOV. PRATHMIK SHALA -1 SECTOR-24/2

				GOV. TALUKA PAGARKENDR PRATHMIK SHALA SECTOR-23
				KOLAVADA KANYA SHALA -1
				KOLAVADA KANYA SHALA -2
				KOLAVADA PAGAR KENDRA SHALA
				KOLAVADA PRATHAMIK KUMAR SHALA-1
				KOLAVADA PRATHAMIK KUMAR SHALA-2
				SARKARI PARATHMIC SHALA SEC-27
		KALOL	ASHISH PATEL	KANYA PRATHMIK SHALA -5
				KANYA PRATHMIK SHALA -6
				LAXMIPURA PRATHMIK SHALA SAIJ
				MADHUPURA PRATHMIK SHALA SAIJ
				NAVA DHANAJPRATHMIK SHALA
				PRATHMIK KANYA SHALA -5
				PRATHMIK KANYA SHALA -4
				PRATHMIK SHALA -2 KALOL
				PRATHMIK SHALA -3 KALOL
				PRATHMIK SHALA -4 KALOL
10	JAMNAGAR	DHROL	KIRIT PAGADA	BHERADAR PRATHMIK SHALA
				HARIYAR VADI PRATHMIK SHALA
				KANYA PRATHMIK SHALA

			RELWAY STATION PRATHMIK SHALA
			SAGALIYA PRATHMIK SHALA
			SHRE LATIPUR KANYAPRATHMIK SHALA
			SHREE CHAMUNDA PLOT PRATHMIK SHALA
			SHREE DHOLVADI PRATHMIK SHALA -1
			SHREE DHOLVADI PRATHMIK SHALA -2
			SHREE LATIPUR VADI PRATHMIK SHALA -1
			SHREE LATIPUR VADI PRATHMIK SHALA -2
			SHREE LATIPUR VADI PRATHMIK SHALA -3
			SHREE LATIPUR VADI PRATHMIK SHALA -4
			SHREE LATIPUR VADI PRATHMIK SHALA -6
			SHREE LATIPURTALUKA PRATHMIK SHALA
			SHREE TALUKA PRATHMIK SHALA -1
	KALAVAD	CHIMNBHAI KATHIRIA	PATAMEDHPAR PRIMARY PRATHMIK SHALA
			SHREE DANGARVADA PRATHMIK SHALA
			SHREE JUVANPAR PRIMARY SCHOOL
			SHREE MOTA VADALA KANYA PRATHMIK SHALA
			SHREE MOTA VADALA TALUKA SCHOOL
			SHREE NANA VADALA KANYAPRATHMIK SHALA
			SHREE NANA VADALA TALUKA PRATHMIK SHALA

				SHREE PIYAR KANYAPRATHMIK SHALA
				SHREE PIYAR KUMAR PRATHMIK SHALA
				SHREE VIBHANIYAPRATHMIK SHALA
11	JUNAGATH	BHENSAN	RAVI VAISHNAV	BHANSAN PRATHMIK SHALA
				HARIPARA PLOT PRATHMIK SHALA
				KANYA PRATHMIK SHALA CHHODAVADI
				KHANBHALIYA PRATHMIK SHALA
				KUMAR PRATHMIK SHALA CHHODAVADI
				NAVA VAGHANIYA PRATHMIK SHALA
				PARABVAVDI PRATHMIK SHALA
				PAY CENTER JINPLOT PRATHMIK SHALA
				SHREE CHANAKA PRATHMIK SHALA
				SHREE PRATAPSAR PRATHMIK SHALA
				SHREE VANDARVAD PRATHMIK SHALA
				VALASIMADI PRIMARY PRATHMIK SHALA
	JUNAGATH	PRIYAKANT TILALA	KATHAROTA PRATHMIK SHALA	
			SHREE CHOKALI PRATHMIK SHALA	
			SHREE MAJEVADI KANYA PRATHMIK SHALA	
		AMBALIYA PRATHMIK SHALA		
		GOLADHAR PRIMARY PRATHMIK SHALA		

				SHREE MAJEVADI KUMAR PRATHMIK SHALA
				MAJEVADI PLOTAPRATHMIK SHALA
				SHREE CHOKI PAY CENTER KUMAR PRATHMIK SHALA
				SHREE KANYA PRATHMIK SHALA CHOKI
				SHREE KERVALA PRATHMIK SHALA
12	KACHCHH	MANDVI	KRUTI MEHTA	DR. JAYANT KHATRI PRATHMIK SHALA
				GOKULDAS BANBHDAI GROUP PRIMARY SCHOOL
				GOKULDAS BANBHDAI PRATHMIK SHALA
				MASKA OCTROYA PRO. K. T. SHAH PRIMARY SCHOOL
				SALAYA-1PRATHMIK SHALA
				SHREE GOKULDAS BANBHDAI PANCHYATI PRATHMIK SHALA
				SHREE IBRAHIM PABANI PRATHMIK SHALA
				SHREE JAINNUTAN PRATHMIK SHALA-3
				SHREE K. T. PANCHYATI PRATHMIK SHALA
				SHREE KHALFAN PRATHMIK SHALA
				SHREE NAUSHIR DASTUR PANDHYATI PRATHMIK SHALA SALAYA-2
				SHREE R. M. KANYA PRATHMIK SHALA
				SHREE R. M. PANCHYATI KANYAPRATHMIK SHALA
				SHREE RATANSHI MULJI PANCHYATI KANYA PRATHMIK SHALA

				SHREE SALAYA PRATHMIK SHALA-1
				SHREE SALAYA PRATHMIK SHALA-2
				TALUKA GROUP PRATHMIK SHALA-1
		MUNDRA	KIRAN JIVANI	SHARDAMANDIR PANCHYATI PRATHMIK SHALA
				BHORARA SHARDAMANDIR VIDHYALAYA
				RAGA PANCHYATI PRATHMIK SHALA
				SHREE D. S. KANYA PRATHMIK SHALA
				SHREE D. S. PANCHYATI PRATHMIK SHALA
				SHREE GUNDALA KANYA PRATHMIK SHALA
				SHREE GUNDALA KUMAR PRATHMIK SHALA
				SHREE GUNDALA PANCHYATI KUMARPRATHMIK SHALA
				SHREE LUNI PANCHYATI PRATHMIK SHALA
				SHREE LUNIPRATHMIK SHALA
				SHREE MAHESHNAGAR PRATHMIK SHALA
				SHREE RATADIYAPRATHMIK SHALA
				SHREE TALUKA PANDHYATI PRATHMIK SHALA
				SHREE TALUKA PRATHMIK SHALA MUNDRA
				SHREE VIRANIYA PRATHMIK SHALA
13	KHEDA	KHEDA	CHINTAN GOHIL	AYODHYANAGAR PRATHMIK SHALA
				HIMATPURA PRATHMIK SHALA

				PAY CENTER SCHOOL KHEDA GAM.
				PPRATHMIK SHALA KHUMARVAD
				PRATHMIK SHALA MALIKUVA
				PRATHMIK SHALA MOTA DEDARDA
				PRATHMIK SHALA NANA DEDARDA
				PRATHMIK SHALA PARSANTAJ
				PRATHMIK SHALA VITTHALPURA
				RAMPURA PRATHMIK SHALA
				RATANSANGPURA PRATHMIK SHALA
		MAHUDA	VIRAL GOHIL	BHUMASA PRATHMIK SHALA
				DHAKLIPURA PRATHMIK SHALA
				DHANDHODI PRATHMIK SHALA
				FINAV PRATHMIK SHALA
				HDUSARA PRATHMIK SHALA
				MAHEMDAVNA MAHUVVA PRATHMIK SHALA
				MANGALPUR PRTHMIK SHALA
				PAY CENTER SHALA SHINDHALI
				PRATHMIK SHALA BAGDU
				RATN SAGARPUR PRATHMIK SHALA
				SAYALA PRATHMIK SHALA

14	MEHSANA	KADI	VIPUL PATEL	ALDESAN PRATHMIK SHALA
				BORISANA PRATHMIK SHALA
				JASALPUR PRATHMIK SHALA
				KADI TALUKA PRATHMIK SHALA- 1
				KUNDAL ADARSH PRATHMIK SHALA
				MEDA ADARAJ PAY CENTER SHALA
				VADAVI PRATHMIK SHALA
				VAMAJ PRATHMIK SHALA
				VISHALPUR PRATHMIK SHALA
	MEHSANA	NARESH VAGHELA	EJPURA (JETHAJI) PRATHMIK SHALA	
			JOTANA KANYA PRATHMIK SHALA	
			JOTANA KUMAR PRATHMIK SHALA	
			JOTANA MISHRA PRATHMIK SHALA	
			LAKHWAD PRATHMIK SHALA	
			MEHSANA KANYA PRATHMIK SHALA- 1	
			MEHSANA KUMAR PRATHMIK SHALA -1	
			MEMADPUR PRATHMIK SHALA	
			TAVADIA PRATHMIK SHALA	
			UCHARPI PRATHMIK SHALA	
15	NARMADA	DEDIYAPADA	SAMABHAI VASAVA	BANGLA KU. DEDIYAPADA KUMAR

				KAKEM PRATHAMIK SHALA
				KANAJI PRATHAMIK SHALA
				KHAYAM PRATHAMIK SHALA
				KHOKHARAUJAR PRATHAMIK SHALA
				KUMKHAL PRATHAMIK SHALA
				MATHASAR PRATHAMIK SHALA
				MUSHARIBAR MU.PRATHAMIK SHALA
				NIVALDA PRATHAMIK SHALA
				PRATHAMIK SHALA TALUKA KANYA SHALA
				TALUKA KUMAR SHALA DEDIYAPADA
		SAGBARA	SAMABHAI VASAVA	BAGNYAVAD PRATHAMIK SHALA
				DABDA PRATHAMIK SHALA
				DEVSHAKI PRATHMIK SHALA
				DODHANVADI PRATHAMIK SHALA
				KHOPI PRATHAMIK SHALA
				MAHAPADA PRATHMIK SHALA
				MOTA KAKDI AMBA PRATHAMIK SHALA
				MULANPA SHALA
				PATLAMADU PRATHAMIK SHALA
				PIPLAPANI PARTHAMIK SHALA

				SORTA PRATHAMIK SHALA
16	NAVASARI	GANDEVI	VIRAL M.PATEL	ADARSHA BUNIYADI SHALAVEGAM
				DHAMADACHHA KUMAR SHALA
				GADAT PRIMARY VIDHAYAMANDIR
				KACHHOLI KANYAPRATHMIK SHALA
				KACHHOLI KUMAR PRATHMIK SHALA
				PRATHMIK SHALA GADAT
				PRATHMIK SHALA KOLVA
				PRATHMIK SHALA PATHRI
				PRIMARY VIDHAYAMANDIR KOLVA
				SONVADI PRATHMIK SHALA
	VANSDA	PRASHANTSINH PARMAR	ANAND ASHRAM PRATHMIK SHALA CHONTHA	
			ANKLACHH PRATHMIK SHALA	
			BEDMAL PRATHMIK SHALA	
			JAGIRI F. PRATHMIK SHALA	
			KAMARZARI MAIN SCHOOL	
			KHANPUR PRATHMIK SHALA	
			MOLA AMBA PRATHMIK SHALA	
			PRATHMIK SHALA BEDMAL	
			PRATHMIK SHALA CHONTHA	

				PRATHMIK SHALA KANDHA
				PRATHMIK SHALA VANZARVADI
				PRIMARY VIDHAYAMANDIR KANDHA
17	PANCHMAHAL	LUNAVADA	SANKET PATEL	ARIDI PRATHAMIK SHALA
				BHULAKHANT NI MUVADI PRATHAMIK SHALA
				CHATKABELI PRATHAMIK SHALA
				GOVINDPURA PRATHAMIK SHALA
				KOTHA PRATHAMIK SHALA
				MALEKPUR PRATHAMIK SHALA
				MOTI DENAVAD PRATHAMIK SHALA
				NANADAVENA MUVADA PRATHAMIK SHALA
				NANAVADOR PRATHAMIK SHALA
				NANI DENAVAD PRATHAMIK SHALA
				NASHIKPUR PRATHAMIK SHALA
				PRATHAMIK SHALA MOTA VADOL
				SHRI VAGHAJI BARIYANA PRATHAMIK SHALA
		KHANPUR	MAHENDRA VANKAR	VADAGAM PRATHAMIK SHALA
				NARODA PRATHAMIK SHALA
				JETPUR PRATHAMIK SHALA
				MEDANA MUVADHA PRATHAMIK SHALA

				KARANTA PRATHAMIK SHALA
				BAVADIYA PRATHAMIK SHALA
				TORAN FALIYA PRATHAMIK SHALA
				MOTA KHANPUR PRATHAMIK SHALA
				NANA KHANPUR PRATHAMIK SHALA
18	PATAN	HARIJ	JIGNESH LIMBACHIYA	ADIAYA PRATHAMICK SHALA
				ADIAYA PRATHAMIK SHALA -2
				ADIYA PAGARKENDRA PRATHMIK SHALA HARIJ
				ASALDI PRATHMIK SHALA
				DUNAVADA PRATHMIK SHALA
				KOSHIYA PRATHMIK SHALA
				KUREJA PRATHAMIK SHALA
				MASA PRATHMIK SHALA
				PAGARKENDRA PRATHMIK SHALA RODA
				PILUVADA PRATHMIK SHALA
				RODA PRATHMIK SHALA
				SAKARA PRATHAMIK SHALA
				SHREE THTHAKARBAPA PRATHAMIK SHALA
		PATAN	JIGNESH LIMBACHIYA	BHUTIYA VASANA ANUPAM PRATHMIK SHALA
				DHANASARA PARATHMIK SHALA

				GUMDA MASJID PRATHMIK SHALA
				JAMDTHA PRATHMIK SHALA
				KANSA KANYA PRATHMIK SHALA
				KANSA PRATHMIK SHALA
				MENABEN U MODI PRATHMIK SHALA
				VANRAJ PAGAR KENDRA SHALA
				VIRPURA PRATHMIK SHALA
19	PORBANDAR	PORBANDAR	ARVIND THANKI	AODDAR SIM PRATHMIK SHALA -1
				AODDAR SIM PRATHMIK SHALA -2
				AODDAR SIM PRATHMIK SHALA -4
				BIRLA PRATHMIK SHALA
				CHHAYA KANYA PRATHMIK SHALA
				CHHAYA PAY CENTER KUMAR PRATHMIK SHALA
				CHHAYA PLOT PYA CENTER PRATHMIK SHALA
				RAJMAHAL PRATHMIK SHALA
				SHREE KANKI V. PRATHMIK SHALA
				SHREE PAY CENTER KANYAPRATHMIK SHALA
		RANAVAV	MODHVADIYA DEVSI	DADAR SIM PRATHMIK SHALA
				DADAR PRATHMIK SHALA
				NARSAN TEKARIPRATHMIK SHALA

				RANDHAYA PRATHMIK SHALA
				RATANPAR SIM PRATHMIK SHALA
				SHIM ASHABAPRATHMIK SHALA
				SHREE ADITYANA KANYA PRATHMIK SHALA
				SHREE BHOD PRIMARY SCHOOL
				SHREE BHOD SIM PRATHMIK SHALA -1
				SHREE BHOD SIM PRATHMIK SHALA -2
20	RAJKOT	JASDAN	PRATIK MEHTA	POLARPAR PRATHMIK SHALA
				SHIVRAJPUR KUMAR PRATHMIK SHALA
				SHREE KANYA PRATHMIK SHALA KALASAR
				SHREE KUMAR PRATHMIK SHALA KALASAR
				SHREE RAJA VADLA PRATHMIK SHALA
				SHREE SANTINAGAR PRATHMIK SHALA
				SHREE SHIVRAJPUR KANYAPRATHMIK SHALA
				SHREE SHIVRAJPUR KUMAR PRATHMIK SHALA
				SHREE VAJSURPARA KANYA PRATHMIK SHALA
				SHREE VAJSURPARA KUMAR PRATHMIK SHALA
		VANKANER	JIGNESH BHHAMAR	SARSWATI SHAKTI PRATHMIK SHALA
				SHREE GARIYAPRATHMIK SHALA

				SHREE KABRANERA PRATHMIK SHALA MAHIKA
				SHREE NAVA RAJA VADLA PRATHMIK SHALA
				SHREE PAJ PRATHMIK SHALA
				SHREE RAJA VADLA KUMAR PRATHMIK SHALA
				SHREE TALUKA PRATHMIK SHALA MAHIKA
				SHREE YANGPURUSHNAGAR PRATHMIK SHALA
				TALUKA PRATHMIK SHALA -1 VANKANER
				TALUKA PRATHMIK SHALA -3 VANKANER
21	SABARKANTHA	DHANSURA	SUDHA KHANT	GANESHPURA PRATHMIK SHALA
				JAMDA PRATHMIK SHALA
				JAMNANAGAR PRATHMIK SHALA
				NAVALPUR PRATHMIK SHALA
				SHREE DHANSURA PRATHMIK SHALA -1
				RAJGADH PRATHMIK SHALA
				SHREE DOLPUR PRATHMIK SHALA
				VADAGAM PRATHMIK SHALA -2
		HIMATNAGAR	AVANI PATEL	AMBAVADA PRATHMIK SHALA
				HAMIRGATH PRATHMIK SHALA
				KALODARIPRATHMIK SHALA
				MAMBUDIPRATHMIK SHALA

				MORAKGARA PRATHMIK SHALA
				MOTIPURA PRATHMIK SHALA
				PRATAPPURA PRATHMIK SHALA
				RAMPUR PRATHMIK SHALA
				SHREE ARAJANPURA PRATHMIK SHALA
				SHREE KENPUR PRATHMIK SHALA
				SHREE KHE ADARSH PRATHMIK SHALA
				SHREE KHEDKAMPA PRATHMIK SHALA
				SHREE MOTHIIYA PRATHMIK SHALA
				SHREE RODA PRATHMIK SHALA
				SHREE VASNAPRATHMIK SHALA
22	SURAT/TAPI	MAHUVA	VIJAY PATEL	BUNIYADI PRATHMIK SHALA ANAVAL
				KANJI FALIYA PRATHMIK SHALA
				PPRATHMIK SHALA MACHHISADDA
				PRATHMIK SHALA B. F. VALVADA
				PRATHMIK SHALA BHORIYA
				PRATHMIK SHALA KOS
				PRATHMIK SHALA SAGRAMPURA
				PRATHMIK SHALA VALVADA
				TARKANI PRATHMIK SHALA

				ZADI FALIYA PRATHMIK SHALA VAHEVAL
		SONGADH	SAMIR CHOWDHARY	ADARSH PRATHMIK SHALA TOKARVA
				GHODA PRATHMIK SHALA
				GUJARATI PRATHMIK SHALA METHSINGI
				PATHARDA KOLONI SCHOOL UKAI
				PRATHMIK SHALA AMBA
				PRATHMIK SHALA CHIMKUVA
				PRATHMIK SHALA NANA BANDHARPADA
				PRATHMIK SHALA VADI BHAI SAROT
				S. R. P. UKAI PRATHMIK SHALA
				WORKSHOP KOLONIPRATHMIK SHALA UKAI
23	SURENDRANAGR	LAKHATAR	KAMLESH SATUNIYA	ANIYALI PRATHMIK SHALA
				BA SHREE MOTABA KANYA SHALA
				BAJRANGPUR PRATHMIK SHALA
				MODHAVANI PRATHMIK SHALA
				PAY CENTER SALAL NO -2 LAKHATAR
				SHREE DHANAD PRATHMIK SHALA
				SHREE MAJIRAJBA KANYA SHALA
				SHREE NANA ANKEVALIYA PRATHMIK SHALA

				SHREE PAY CENTER SHALA
				TANMANIYA PRATHAMIK SHALA
		VADHAVAN	PRAKASH VAGHELA	KHOTHRIYA KUMAR SHALA
				KHOTHRIYA KANYA SHALA
				DHAPODAR PRATHAMIK SHALA
				KHAJARA PRATHAMIK SHALA
				VADALA PRATHAMIK SHALA
				BALA PAGAR SHALA
				RAJPAR PRATHAMIK SHALA
				MULCHAND PRATHAMIK SHALA
				DHEDADRA PRATHAMIK SHALA
				DHEDADRA KANYA PRATHAMIK SHALA
24	VADODARA	PADARA	VIJENDRA SHRIMALI	CHAHASAD ADARSH PRATHMIK SHALA
				DARAPURA KUMAR PRATHMIK SHALA
				DARAPURA KANYA PRATHMIK SHALA
				DARAPURA KUMAR GROUP PRATHMIK SHALA
				J.S. JANKI VALLBHA PRATHMIK SHALA
				J.S. JANKI VALLBHA MISHRA PRATHMIK SHALA
				PATEL B.B. KUMAR PRATHMIK SHALA -2
				PATEL B.B. PRATHMIK SHALA

				PATOD PRATHMIK SHALA
				SANGMA VASAHAT PRATHMIK SHALA
				SANKHDAKHURD PRATHMIK SHALA
				TAJPURA PRATHMIK SHALA
				VENIYAPURA PRATHMIK SHALA
		VAGHODIYA	HITESH PATODIYA	AMBALI PRATHMIK SHALA
				DEKHADA PRIMARY PRATHMIK SHALA
				DHODADRA PRIMARY PRATHMIK SHALA
				GAJADARA PRIMARY PRATHMIK SHALA
				KUMAR PRATHMIK SHALA , VAGHODIYA
				LIMDA PRIMARYPRATHMIK SHALA
				VAGHODIYA KANYA PRATHMIK SHALA -2
				VAGHODIYA KANYA PRATHMIK SHALA -3
				VAGHODIYA KUMAR PRATHMIK SHALA -2
				VASVEL PRIMARY PRATHMIK SHALA
				VEJALPUR PRATHMIK SHALA
				VEJALPUR SHRESHTH PRATHMIK SHALA
25	VALSAD	PARDI	TEJAS SHRIMALI	BORLAI PRATHMIK SHALA
				JOINTEACHER PALSANA PRATHMIK SHALA
				KUNBHARIYA PRATHMIK SHALA

				MOTIVADA HALAPNIVAS PRATHMIK SHALA
				MOTIVADA MUKHYA PRATHMIK SHALA
				PRATHMIK SHALA PALSANA
				SOTHLAVADA VADIYA K. PRATHMIK SHALA
				SUKHESH K. F. PRIMARY SCHOOL
				SUKHESH MUKHYA PRATHMIK SHALA
				UDVADAGAM PRATHMIK SHALA
		UMARGAM	MUKTA SHRIMALI	FANSA KAMARVADAPRATHMIK SHALA
				ADARSHA BUNIYADI PRATHMIK SHALA FANSA
				MUSALPADA PRATHMIK SHALA
				NUTAN TALIM ADARSH PRATHMIK SHALA KALGAM
				PPRATHMIK SHALA PALIKNAK
				PRATHMIK SHALA KADVIYA
				PRATHMIK SHALA KALAI
				PRATHMIK SHALA KANADUPLATYADA
				PRATHMIK SHALA PALIKARBELI
				PRATHMIK SHALA PARASLA



FACULTY OF EDUCATION
KADI SARVA VISHWAVIDYALAYA
 Sarva Vidhyalaya Campus, Sector-23,
 Gandhinagar

નિમણૂક પત્ર

શ્રી _____

વિષય: **SSA** દ્વારા મળેલ પ્રોજેક્ટ કાર્યમાં કામગીરી અંગે નિમણૂક આપવા બાબત.

જય ભારત સાથે જણાવવાનું કે અમારી યુનિવર્સિટીના શિક્ષણવિભાગને સર્વ શિક્ષા અભિયાન, ગાંધીનગર દ્વારા Feedback of Teachers and their Need Regarding Teacher Training વિષય ઉપર પ્રોજેક્ટ મળેલ છે. જે અંતર્ગત થતી ડેટાકલેક્શનની કામગીરી માટે અમો આપશ્રીની તા. _____ થી તા. _____ સુધીની એટલે કે દિન _____ માટે કો-ઓર્ડીનેટર / ફિલ્ડ ઈન્વેસીગેટર તરીકે નિમણૂક કરીએ છીએ.

આ સાથે આપને સ્વીકૃતિ પત્ર પણ આપવામાં આવે છે. જેમાં સહી કરી પરત કરશોજી આપને ઉપરોક્ત કામગીરીના બદલામાં પ્રોજેક્ટના નિયમો અનુસાર મળતું મહેનતાણું આપવામાં આવશે.

તા.

સ્થળ:

સહી



FACULTY OF EDUCATION
KADI SARVA VISHWAVIDYALAYA
 Sarva Vidhyalaya Campus, Sector-23,
 Gandhinagar

સંમતિ પત્ર

પ્રતિ,
 પ્રોજેક્ટ ડાયેક્ટરશ્રી,
 શિક્ષણ વિભાગ,
 કડી સર્વવિશ્વ વિદ્યાલય,
 ગાંધીનગર.

વિષય: પ્રોજેક્ટ કામગીરીની નિમણૂક અંગે સ્વીકૃતિ આપવા બાબત.

મા.સાહેબશ્રી,

જય ભારત સાથે જણાવવાનું કે આપના દ્વારા મને સર્વ શિક્ષા અભિયાનના પ્રોજેક્ટની કામગીરી માટેનો નિમણૂક પત્ર આજ રોજ મળેલ છે. આ કામગીરી માં જોડાવાની હું સંમતિ આપુ છું. હું આ કામગીરી નિષ્ઠાપૂર્વક બજાવીશ તેની ખાત્રી આપુ છું. મારી શૈક્ષણિક તથા અન્ય લાયકાત નીચે મુજબ છે.

નામ:

સરનામું:

હોદ્દો:

શૈક્ષણિક લાયકાત:

ફોન નંબર: (R):

Email Id:

તારીખ:

સ્થળ:

કાર્યસ્થળ:

અનુભવ:

(O):

(M):

સહી



FACULTY OF EDUCATION
KADI SARVA VISHWAVIDYALAYA
Sarva Vidhyalaya Campus, Sector-23,
Gandhinagar

પ્રમાણપત્ર

પ્રતિ,

આથી પ્રમાણપત્ર આપવામાં આવે છે કે શ્રી _____
_____ એ **SSA** દ્વારા અમારી સંસ્થાને મળેલ Feedback of Teachers
and their Need Regarding Teacher Training વિષય પરના પ્રોજેક્ટમાં કો-ઓર્ડીનેટર/
ફિલ્ડ ઇન્વેસ્ટીગેટર તરીકે તા. _____ થી તા. _____ સુધી દિન
_____ માટેની સંતોષકારક કામગીરી કરેલ છે.
આપના સહકાર બદલ સંસ્થા આપની આભારી છે.

સ્થળ :

તારીખ:

સહી