

Perceptions of Scheduled Caste Teachers towards Inservice Training Programme and Its Effects on Classroom Processes in Bhopal and Ujjain Districts of MP

K.K. Vashishtha*, R.B.L. Soni**

Abstract

The perceptions of Scheduled Caste (SC) teachers towards inservice training programme and its effects on classroom processes were studied in Bhopal and Ujjain districts of Madhya Pradesh. The sample comprising 24 SC teachers teaching in urban and rural schools of two blocks in Bhopal district and 29 SC teachers teaching in urban and rural schools of different blocks of Ujjain district were selected through purposive sampling procedure based on the availability of SC teachers. Interview schedule and observation schedule were developed for collection of data. The results of the study indicated that inservice training programmes need drastic improvement in terms of content, selection of resource persons and delivery mechanism if quality of classroom process is to be improved.

Professionalism in any field of work is the demand of the time and this is a necessary condition for success. Professional growth not only enhances knowledge of an individual, but also contributes towards the overall development of the individual as well as of the society. Therefore, it is essential that opportunities for professional development of all teachers, including the Scheduled Caste (SC) teachers, must be provided to ensure quality elementary education to all children. Arora and Singh (1997) maintain that

professional development of teachers is the most significant intervention to improve the quality of school education. Baseline achievement studies conducted by NCERT & NUEPA, however, have pointed out the inadequacy of training of teachers, both pre-service and inservice. The success of any programme depends on the quality of inputs provided, attitudes of the clientele towards the programme and the environment in which they work. Concerns on different forums have been expressed

* Professor and Head, Department of Elementary Education, NCERT, New Delhi 110016

** Reader, Department of Elementary Education, NCERT, New Delhi 110016

towards the quality of elementary education and various steps have been taken to improve it, but the existing conditions in the field and classroom processes demand drastic changes. Efforts are needed for overall improvements in terms of infrastructure facilities, inservice training of teachers, monitoring of use of skills acquired during the inservice training, community involvement and change of attitudes among the administrators and teachers towards improvement of education. Although inservice trainings of teachers, including SC teachers, are organised from time to time, their perceptions towards these trainings are essential for improvement in their professional skills and for improvement of classroom processes to ensure quality education to all children. This study tried to find out perceptions of SC teachers towards inservice training programme and its relationship with classroom processes.

National Curriculum Framework (NCF-2005) states that teacher education must become more sensitive to the emerging demands from the school system and it must prepare the teacher for various roles and responsibilities. The teacher must encourage and support learners to discover their talents, and realise their physical and intellectual potentialities to the fullest. She/he should understand the way in which learning occurs and creates plausible situations conducive to learning. The teacher should view knowledge as

personal experience constructed in the shared context of teaching-learning rather than embedded in the external reality of textbooks. In the context of changed perspective, it is imperative to pursue an integrated model of teacher education for strengthening the professional skills of teachers, such as addressing the learning needs of all children, including those who are marginalised and disabled. It further emphasises the need for enabling environment in the school for all children where interactions between in teacher and children can take place.

Qualified and trained teachers assume a significant role in providing quality education at the primary stage. However, in many states, a large number of teachers have received short term training and some of them are untrained, and yet they are working as teachers. The researcher observed this fact during his studies in Mizoram and Meghalaya. If this practice continues, it will not only contradict the commitment for quality elementary education, but also deny the constitutional right of elementary education to children. As the experience and reports indicate, there are a large number of children who leave school before completing primary education. One of the reasons for this dropout of students could be uninteresting classroom processes due to untrained or under-trained teachers, or the quality of inservice training programmes being offered. The Programme of Action (1992) and SSA Framework for Implementation contend

that quality issues in elementary education are mainly dependent upon the quality of infrastructure and support services, opportunity time, teacher characteristics and teacher motivation, preservice and inservice education of teachers, curriculum and teaching-learning materials, classroom processes, pupil evaluation, monitoring and supervision etc. The Programme of Action (1992) recommends

- Initial and recurrent orientation of teachers to competency based teaching
- Providing trained and committed teachers in all schools and really interested and oriented instructors for all non-formal education centres (EGS & AIE)
- Improving the quality of existing preservice teacher education
- Organising quality inservice teacher education to all teachers on a periodical basis and with a follow up mechanism
- Creating and sustaining teachers motivation
- Revitalising supervision system for quality elementary education

All this is possible only when quality inservice training to teachers is provided for development of various skills essential for quality elementary education. The inservice trainings should be designed based on the needs of teachers, which could be determined through the assessment of difficulties encountered by them in day to day teaching or providing them with new ideas to improve teaching-learning processes in the classrooms.

The purpose of this study was to

- study the perceptions of Scheduled Caste teachers towards inservice training programme being provided in Madhya Pradesh.
- find out its relationship with classroom processes at the primary stage.
- suggest steps to ensure quality education to the learner.

Based on the objectives of the study, the following research questions were framed.

1. What are the perceptions of SC teachers towards inservice training programmes that they received?
2. What kinds of teaching-learning methods are used in the classroom by SC teachers after receiving inservice training?
3. Is there any relationship between inservice training programmes and classroom processes being used by SC teachers?
4. What steps (both long-term and short-term) need to be taken to improve teaching skills of SC teachers?

Method

The study was conducted through normative survey research design. Two districts (Bhopal and Ujjain) from Madhya Pradesh and a minimum of two blocks from each district were selected using purposive sampling procedure to ensure that the districts and blocks that have large numbers of SC teachers are covered in this study. However, schools from two districts of MP were selected using random

selection method from amongst the schools that had SC teachers. The sample schools and respondents have been shown district wise in the following table.

**Table 1:
District wise Presentation of
Schools and Respondents**

District	Schools	Respondents
Bhopal	18	24
Ujjain	24	29
02	42	53

There were 24 respondents from 18 schools in Bhopal district and 29 respondents from 24 schools in Ujjain district. To collect reliable and valid data, various tools (interview schedules and observation schedules) were examined in the existing literature and none of them was found suitable for this study. Therefore two tools were developed and presented to the experts in a workshop for finalisation. These tools were

- Interview schedule for teachers
- Observation schedule

The interview schedule for teachers had three sections – Section (A) contained school profile where information such as name and address of the school, total number of teachers, school infrastructure (facilities), and the information about SC teachers was required. Section (B) sought general information about SC teachers such as name, gender, age, designation, academic and professional qualifications, teaching experience in

years, monthly emoluments and the subjects and classes taught. Section (C) contained twenty one items, out of which fourteen were closed questions and seven were open-ended questions. Out of 14 closed questions, five questions sought detailed answers in addition to ‘yes’ and ‘no’. Open ended questions were primarily included to elicit detailed information from the respondents. Seven items related to the perceptions of SC teachers towards inservice training programmes and fourteen items were concerned with classroom processes.

Observation techniques were also used to study classroom processes because certain types of information can be best obtained through direct observation. The purpose of observation schedule was to verify physical and educational facilities, classroom processes and steps taken by the teacher to promote cooperation among students. The observation schedule contained eleven items, which were designed to observe various physical and educational facilities, classroom processes, available teaching-learning aids and their use in the classroom, teacher’s regularity and punctuality and discipline in the classroom. Except items 4 and 6, all other items had three options: ‘often’, ‘sometimes’ and ‘never’. While item 4 was open-ended, item 6 had nine options.

These tools were tried out on four SC teachers in 4 government schools of Gurgaon and on two SC teachers of one Kendriya Vidyalaya of New Delhi as part of establishing reliability and

validity of the instruments. The try-out of tools helped in understanding the difficulty level of items and the time needed to complete the tools. During tryout of tools, three additions in the interview schedule – item numbers 8, 14 and 15 – were made on the basis of interviews with teachers. These additions were: Item 8 (कक्षा परीक्षण), Item 14 (इकाई परीक्षण), and Item 15 (अतिरिक्त कक्षाएँ लेकर).

Results and Discussion

The results of this study have been discussed under the following three heads.

- (1) Perceptions of Scheduled Caste Teachers Towards Inservice Training Programmes
- (2) Effects of inservice training programmes on Classroom Processes at Primary Stage
- (3) Observation Results of Physical Facilities and Classroom Processes in Schools of Bhopal and Ujjain Districts

(1) Perceptions of Scheduled Caste Teachers Towards Inservice Training Programmes

Perceptions of teachers towards inservice training programmes play a significant role not only in improvements of these programmes, but also in improving classroom processes to ensure retention of children and quality elementary education. Therefore, perceptions of SC teachers towards inservice training programmes were studied. In total, seven items in the interview

schedule related to the inservice training directly. These items were items 2, 3, 4, 5, 19, 20 and 21. These items have been discussed in detail below.

Item 2 inquired whether SC teachers had received inservice training in the last two years. Out of 24 respondents in Bhopal district only one teacher (male from an urban *Shaskiy Vimukti Jati Ashram*) reported not having undergone any inservice training. This was obvious as this Ashram accommodates SC and ST students coming from villages and perhaps not much attention is paid to the inservice training. On the contrary, hundred% teachers both in rural and urban areas had received two to three inservice trainings in the last two years in Ujjain district.

Item 3 inquired about the contribution of inservice training programmes in improvements of teaching skills. In Bhopal district, 45.83 % respondents told that the inservice training programmes were fully useful in the development of their teaching skills, whereas 50% said that these programmes contributed partially. One teacher did not respond to this item. As far as rural and urban teacher perceptions about the inservice training programmes are concerned, 35.71% rural teachers felt that these programmes fully contributed to the development of their teaching skills, whereas 64.18% said, they were partially benefited. On the other hand 60.00% urban teachers maintained that they were fully benefited, 30.00

% partially benefited and 10.00 % said benefits were little. In Ujjain district, in total, 27.58% responses reveal that the inservice training programmes were fully useful, 68.96% indicated partially useful and 3.44% suggested very little. When these teachers were classified into rural and urban groups, 31.57% responses of rural teachers indicated fully useful, 63.15% partially useful and 5.26 little useful. On the contrary, 20.00% responses of urban teachers suggested fully useful and 80.00% partially useful.

Item number 4 tried to find out different teaching-learning strategies that teachers learned during the inservice programmes. In Bhopal district, only 12.5% respondents said that they learnt to use cooperative learning strategies, whereas 4.17% reported of learning of play way method. Remaining 75% teachers did not know about teaching-learning strategies. They reported of learning the use of different teaching-learning aids. Two teachers did not respond to this item. In Ujjain district, 13.79% teachers reported of receiving training in cooperative learning methods during the inservice programmes, whereas 10.34% teachers said they learnt play way methods. The remaining 75.86% teachers gave irrelevant responses such as using various teaching aids including TV and Radio sets. **This clearly demonstrates that the inservice training provided to these teachers did not include the component of various teaching-learning methods.**

Item 5 inquired if the teachers were using methods in the classroom that they had learnt during the inservice training programmes. In Bhopal district, 87.5% SC teachers reported of using methods in the classrooms learnt during the inservice training programmes. Among the respondents, 42.85% claimed that they were using these methods fully, 52.38% said they were using partially, and one teacher maintained that he was using rarely. **It is necessary to point out here that majority of these teachers did not know the difference between teaching-learning methods and teaching-learning aids. This suggests that inservice training programmes need improvements in terms of content and selection of resource persons.** In Ujjain district, 82.75% respondents reported of using various teaching-learning strategies in the classrooms that they had learnt during the inservice training programmes. Among the respondents, 16.17% said that they use various teaching-learning methods fully, 79.16% maintained they were using partially, and one teacher said rarely.

Item 19 intended to find out SC teacher perceptions about the inservice training programmes. This item asked the teachers to state three striking features of inservice training programmes that they had undergone. **Almost all teachers in Bhopal district gave vague and usual responses. From their responses one could infer that either the inservice training programmes were**

casual or these teachers did not pay any attention to the training. For instance, majority of teachers reported of training in developing teaching-learning aids to teach the students in the class; while one teacher reported of receiving training in the use of puppets for teaching the students. Most of the teachers told that subject-related difficulties were dealt with by the experts. In Ujjain district too, the situation was not different; among the respondents, 65.51% told that the experts helped them in overcoming subject-related problems, 13.79% did not find any striking features in the inservice training programmes, and the remaining 20.68% respondents gave irrelevant responses.

Item 20 tried to find out shortcomings of the inservice training programmes. In Bhopal district, 41.67% respondents felt that the resource persons invited to deliver the content were not experts in their areas, 12.5% suggested that the period of training should be shortened and 20.83% suggested that inservice training programmes should not be conducted during the summer vacations. Majority of the teachers were unhappy with the arrangements and the food served during the training programmes. In Ujjain district also, the SC teachers expressed similar opinion about the experts. Among the respondents, 41.37% maintained that the experts invited to deliver the content during the inservice training programmes were not actually experts

and adequate attention should be paid to the selection of experts. As far as period of inservice training is concerned, 17.24% SC teachers suggested that the duration of inservice training should be reduced, whereas 27.85% were in favour of not conducting these programmes during the summer vacations. Majority of the teachers here also felt that the food served during the inservice training was not good. One teacher said that administrative hurdles during the training should be overcome.

In response to Item 21, which sought suggestions of SC teachers towards improvement of inservice training programmes, in Bhopal district, 33.33% suggested that 'actual experts' should be selected to impart inservice training, 12.5% felt that the training should be conducted in *Jan Shiksha Kendra* Block Resource Centre (BRC), and 50.0% teachers gave other suggestions that were not relevant to the improvement of inservice training. In Ujjain district too, 41.37% stressed the need for appropriate selection of experts to impart inservice training, while one teacher said that the training should be conducted in BRC. One teacher maintained that the teachers are not serious towards inservice training and steps should be taken to ensure that these teachers take advantage of such training programmes. Another teacher suggested that the experts should demonstrate new teaching methods by teaching the classes so that teachers could learn the actual

use of these methods. The remaining 51.72% respondents gave other suggestions that were not relevant to the improvement of inservice training programmes.

(2) Effects of inservice training Programmes on Classroom Processes at the Primary Stage

The purpose of inservice training programmes is to improve knowledge and skills of teachers in order to improve classroom processes and achievement levels of all students.

The purpose of such trainings is also to improve the overall quality of primary education. Therefore, this study tried to see if inservice training programmes have helped to improve classroom processes at the primary stage or is there any relationship between inservice training programmes and classroom processes? The following table 3.3 shows mean and standard deviation scores of classroom processes district wise, area wise and gender wise.

**Table 2
Mean and Standard Deviation Scores for Classroom Processes in Bhopal and Ujjain Districts (MP)**

	N	Mean	SD	N	Mean	SD
Rural	14	5.14	0.55	10	4.85	0.72
Urban	10	5.00	1.25	10	4.50	0.87
Male	15	5.00	1.00	10	5.05	0.72
Female	9	5.00	0.99	10	4.30	0.93
District Total	24	5.00	0.99	20	4.75	0.93

The above table demonstrates that the number of respondents in Ujjain district (29) were more than the number of respondents in Bhopal district (24). While comparing the mean score of classroom processes in rural and urban schools of Bhopal district, it is clear that the difference in the classroom processes of rural and urban schools is very slight. Based on the responses of SC teachers, it could be concluded that the classroom processes in rural schools were slightly better than the urban schools. Similar trend was found in Ujjain district too, where rural schools performed slightly

better than the urban schools in terms of classroom processes.

The comparison of mean scores of male and female SC teachers in Bhopal district showed negligible difference in terms of classroom processes, while the difference in Ujjain district (male 5.05, female 4.30) was found. Again, the difference in the mean scores of male and female teachers could be due to the difference of numbers of two groups. When the two districts were compared, the difference of mean scores between Bhopal and Ujjain was not much. The slight difference between the mean scores of two

districts could be due to the difference in sample size (24 in Bhopal and 29 in Ujjain).

Some of the items sought detailed responses from the respondents with regard to classroom processes. Item 8 was concerned with ensuring classroom learning of each child. This item had three options (a) by asking questions in the classroom (b) through weekly/class test (c) by giving home work. In Bhopal district, all the respondents (24, 100%) told that they ensure the learning of each child by asking questions in the classroom, whereas 75% maintained that they do so by giving weekly/class test. As far as home work is concerned, 87.5% said that they give homework to ensure classroom learning of each child. This means that asking questions in the classroom is widely practised in almost all the schools, whereas homework is not given by 12.5% teachers. In Ujjain district out of 29 respondents, 96.55% responses suggested that questions are asked in the classrooms, whereas 55.17% responses revealed weekly/monthly/class test. Homework to children was reported by 82.75% SC teachers to ensure learning of each child. In Ujjain district 17.24% teachers did not give homework to students.

Item 9 inquired how teachers encourage participation of all students in the classroom. In Bhopal district 33.33% respondents told that they make teaching interesting by telling

stories or by using play way methods, 25% reported that they use teaching-learning materials and 20.83% teachers said that they ask questions in the classrooms to encourage the students to participate in the learning process. In Ujjain district, 34.48% respondents reported of using story telling and play way methods, 6.89% said, they use teaching-learning materials, 10.34% teachers maintained that they ask questions to encourage the students and 17.24% told that they use cooperative learning strategies to encourage participation of students. The remaining 31.03% teachers gave other responses, such as giving prizes, making schools beautiful etc.

Item 10 was concerned with using various teaching-learning approaches for different learning ability groups. In Bhopal district 45.83% respondents told that they teach weak children separately, which in no way could be considered justified. Teaching these children in a separate group makes them feel inferior to other children. Among the respondents 25% informed that they form mix ability groups to help the weak children. In Ujjain district 24.13% respondents reported that they teach weak children in separate groups, whereas 41.37% told that they form mix ability groups to help these children.

Item 11 inquired if teachers use teaching-learning aids in the classroom and if yes, they were required to name them. In Bhopal

district 83.33% respondents claimed that they use charts during teaching, 20.83% reported of using models in the classroom teaching, 33.33% reported using globes during the teaching, and 8.33% claimed teaching children to make toys and using those toys for teaching purposes. In Ujjain district, 86.20% responses indicated using charts during classroom teaching, 13.79% used models, and 48.27% utilised globes during the teaching.

Item 12 tried to find out if discussions take place over improvements of teaching-learning processes in staff meetings. In Bhopal district 37.5% respondents reported that problems relating to classroom teaching were discussed in staff meetings, while 16.17% said that the problems of children having learning difficulties were discussed. In Ujjain district 20.69% respondents said that classroom related problems of teachers were discussed in the meetings, whereas an equal number of teachers told that the problems of educationally backward children were discussed. Only **16.17% teachers were honest to tell that no discussions about the teaching-learning processes take place in the staff meetings.**

Item 13 was concerned with evaluation procedures used by the teachers to assess learning achievement of children. In Bhopal district 79.16% responses suggested giving assignments to students, 87.5% giving class test to students and 100% reported of half yearly

examination to assess the learning achievement of children. In Ujjain district 20.69% responses informed of giving assignments, 82.75% giving class test and 100% reported of half yearly examination to evaluate the learning of students.

Item 14 was concerned with the assessment of the progress of each child. In Bhopal district 100% responses claimed of assessing the progress of each child by giving home work, 95.83% class test, 45.83% reported of unit test, 100% informed of half yearly and annual examinations. In Ujjain district, 86.21% responses claimed home work, 72.41% class test, 51.72% unit test and 100% informed of half yearly and annual examination.

Item 15 inquired about the use of evaluation results as the basis for remedial teaching to enhance the learning of slow learners. In Bhopal district, 79.17% responses informed of preparing learning materials, 75% preparing teaching aids, 20.83% informed of using audio-visual materials, 45.83% taking extra classes and 16.67% not taking any step. In Ujjain district, 31.03% responses claimed preparing learning materials, 72.41% preparing teaching aids, 34.48% reported of taking extra classes and 6.89% informed of taking no steps.

Item 16 was concerned with teachers taking various steps to resolve their classroom related difficulties. In Bhopal district, 87.5% responses related to consultation

with colleagues, 91.67% responses revealed discussion of such issues in staff meetings and 8.33% responses reported of consulting various sources, such as print material, audio-visual material and the Internet. In Ujjain district 82.75% responses related to consultation with colleagues, 55.17% responses revealed discussion of such problems in staff meetings and only one teacher reported of consulting various sources, such as print material, Internet and audio-visual material.

Item 17 inquired as to how the inservice training has helped the teachers in ensuring retention of children. In Bhopal district 58.33% respondents said that they were told to contact the parents of dropout children, 8.33% said that the teaching should be made interesting and 29.17% reported of receiving no information about it during the inservice training. In Ujjain district 79.31% respondents told of receiving instructions to contact the parents of dropout children, one teacher said that the teaching should be made interesting and 17.24% reported of receiving no information during the inservice training.

Item 18 tried to find out how parent-teacher meetings helped in solving student's problems. In Bhopal district, 50% respondents said that discussions with parents help solving many problems including the home work, 45.83% teachers told that these meetings help in solving the problem of absenteeism, whereas one

teacher reported of no help from the parents. In Ujjain district 41.37% respondents said that these meetings help solving educational problems of children, 24.14% maintained that these meetings are a good platform for solving the problem of absenteeism, and 31.03% felt that these meetings are not useful at all.

(3) Observation Results of Physical Facilities and Classroom Processes in Schools of Bhopal and Ujjain Districts

While observing of various facilities in schools of Bhopal district, most schools had facilities such as drinking water, games and equipment, school bell, teaching-learning aids, etc. In Ujjain district, the information provided by teachers matched the observation results. The following table presents observation results of classroom processes in Bhopal and Ujjain districts.

Table 3
Observation Results of Classroom Processes in Schools of Bhopal and Ujjain Districts

(Bhopal: N = 24)

Question	Bhopal		Ujjain	
	Obtain	Gain + 100%	Obtain	Gain + 100%
1. How often do you do the following activities	3 (62.5%)	32 (100%)	6 (25%)	32 (100%)
2. How often do you do the following activities in classroom	3 (62.5%)	32 (100%)	6 (25%)	32 (100%)
3. Use of audio-visual material	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
4. Use of manipulatives	7 (62.5%)	32 (100%)	3 (12.5%)	32 (100%)
5. Teacher gives feedback and conduct	32 (100%)	32 (100%)	3 (12.5%)	32 (100%)
6. Teacher gives feedback	32 (100%)	32 (100%)	3 (12.5%)	32 (100%)
7. Teacher evaluate regularly	7 (62.5%)	32 (100%)	7 (29.16%)	32 (100%)

(U)

From the above table it appears that the SC teachers motivating students by asking questions 'often' in Bhopal district were more than the SC teachers in Ujjain district doing so. On the other hand, the number of SC teachers motivating students by asking questions 'some times' in Ujjain district were more than the SC teachers doing so in Bhopal district. The SC teachers never motivating students were more in Bhopal district than in Ujjain district.

The SC teachers encouraging students to ask question in the classroom 'often' and 'sometimes' in Ujjain district were more than the SC teachers doing so in Bhopal district. On the other hand, the teachers never encouraging students to ask questions in Bhopal district were more than the teachers in Ujjain district.

Item 5 of the observation schedule related to the use of teaching-learning aids. The number of SC teachers using TLM 'often' in Bhopal district was more than the number of teachers in Ujjain district, whereas the teachers using TLM 'sometimes' was more in Ujjain district than in Bhopal district. The teachers who never used TLM were more in number in Bhopal district than in Ujjain district. As far as the use of audio-visual materials is concerned, both the districts did not use any material of this nature.

Classroom processes could be made more effective if participation of children is enhanced by using reinforcements. Therefore, the observation schedule included an item to find out the use of reinforcements by SC teachers in

the class. The percentage of teachers using reinforcements both in Bhopal and Ujjain districts was more than those who did not use them.

As far as giving homework and checking it by the teachers is concerned, the results were really interesting. Half of the teachers in Bhopal district gave and checked the homework 'often', whereas only 10.34% of the teachers in Ujjain district gave and checked homework 'often'. On the other hand 75.86% teachers in Ujjain district gave homework 'sometimes' compared with 41.66% teachers in Bhopal district. The percentage of teachers not giving home work was 8.33% in Bhopal district and 13.79% in Ujjain district.

Discipline in the classrooms was maintained reasonably well both in Bhopal and Ujjain districts. Teachers were reported to be regular in taking classes in both districts.

Conclusion

There appears no relationship between inservice training of teachers and improvement in classroom processes. The results of interviews with teachers and the observation results clearly indicate that the classroom processes did not show improvements even after regular inservice training programmes. In-service training programmes, as stated by the teachers, did not include experts who could deliver appropriate knowledge to them. Further, the teachers did not seem too happy with the inservice training programmes for various reasons.

REFERENCES

ARORA, G.L. and Singh, A. 1997. 'Inservice Training of Primary Teachers: Some Examples'. *The Primary Teacher*, XXII, 3. pp.14-20

National Curriculum Framework. 2005. NCERT, New Delhi.
National Policy on Education 1986. Programme of Action (1992). Government of India, MHRD, Department of Education, New Delhi

Sarva Shiksha Abhiyan, a programme for universal elementary education. MHRD Department of Elementary Education and Literacy, New Delhi