



TO STUDY THE TRAINING MODULES OF INSERVICE TEACHER TRAINING PROGRAMME UNDER SARVA SHIKSHA ABHIYAN IN HIMACHAL PRADESH

Suresh Kumar, Ph. D.

PGT (Maths), GSSS Kashmir, Distt. Hamirpur (H.P.) e.mail: drsuresh674@gmail.com

Abstract

The in service education of the teachers' become more necessary, not only in view of the advancement in knowledge of the subject to teachers but also due to experiments and innovations in the field of pedagogy and the skills required to adopt those innovative practices. SSA makes a provision of training programmes for inservice teachers for their professional development. The result of the study shows that the time schedule of inservice training changed year to year. The objectives of the training programme were in two areas: general area and curricular area. It was found that maximum weightage was given to theory (70% - 80%) and only 20% - 30% weightage was given to practical activities during training and no follow-up mechanism was followed after training

Keywords: Inservice, Teacher, Training, Module, Programme, Sarva, Shiksha, Abhiyan.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

INTRODUCTION

Inservice teacher education refers to the education a teacher receives after he has entered the teaching profession after having his education in a teachers' college. It includes all the programmes, educational, social and others, in which the teacher takes a vital part, all the extra education which he receives at different institutions by way of refresher and other professional courses, and all the travel and visits which he undertakes. All these things enlarge his experience and vision. In-service training is the term used to describe a set of activities and requirements generally falling under the heading of professional development. It is an organized effort to improve the performance of all personnel already holding assigned positions in a school setting to implement a specified innovation or programme (Sapp, 1996).

Patel (2006) found that most of the teachers (60 percent-90 percent) were of the view that there was change in their attitude after the training. Teachers were of the view that training was very good, period of training should be increased and the resource persons should be well trained.

Phull et al., (2009) found that more than half of the teachers (55.3 percent) had undergone SSA training on teaching of English and some impact of training was visible on their performance. Still most of them needed support in improving their general and

functional skills. Some teachers (19.4 percent) were trained in Lingua-labs. Most of the teachers expressed satisfaction with the trainings but some (34.4 percent) felt that training was not addressing their practical problems.

Manhas et al., (2011) found that nearly half of the participants (48.16 percent) expressed that their expectations were fairly met by attending the training programme. 62.97 percent of the trainees expressed that they had developed high level of confidence after training. 55.55 percent of the participants felt that the training programme was highly effective besides majority of the topics covered in the training programme were perceived as highly relevant and most useful by the trainees. Moreover, majority of the trainees had favourable opinion towards the training programme.

Chowdhury and Mete (2017) found that training plays a vital role in national development in terms of teacher education. Re-orientation of teacher education is essential for the whole society to face the challenges of the 21st century. This includes the intellectual independence of individual with creation and advancement of constructive knowledge for the teacher.

OBJECTIVES OF THE STUDY

1. To make an appraisal of the training module of inservice teacher training programme in terms of:
 - Time schedule,
 - Objectives,
 - Content,
 - Evaluation mechanism and follow-up.

METHOD

In order to collect data, documentary analysis was employed.

SAMPLE

Himachal Pradesh is a hilly state, comprising of 12 districts namely, Chamba, Mandi, Kullu, Lahaul and Spiti, Kinnaur, Shimla, Hamirpur, Una, Kangra, Sirmour, Solan and Bilaspur. Out of these districts six districts i.e. Solan, Bilaspur, Una, Hamirpur, Kangra and Mandi were selected at randomly. The data were collected from these six districts at DIET level and from Directorate of Elementary/Higher education, Shimla for documentary analysis.

ANALYSIS AND INTERPRETATION OF DATA

1) Time Schedule:

Table 1.1 Time Schedule of General Inservice Teacher Training Imparted in DIETs of the Selected Districts

Sr. No.	District	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1.	Solan	2	4	15	11	8	6	-	9
2.	Bilaspur	-	6	6	7	19	10	6	10
3.	Hamirpur	-	5	14	6	19	15	-	16
4.	Mandi	-	-	-	14	19	15	14	10
5.	Kangra	2	5	5	6	19	-	-	10
6.	Una	-	5	14	6	19	15	-	16

It is evident from Table 1.1 that during the year 2002-03, 2 days training was imparted in DIETs of district Solan and Kangra only. From the year 2003-04 to 2009-10, in almost all the selected districts, the time schedule of training ranged from 4 to 19 days.

Table 1.2 Time Schedule for Subject Specific Inservice Teacher Training Programme in DIETs of Different Selected Districts

Sr. No.	District	Subjects	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
1.	Solan	Science	-	-	1	4	-	-	-	-	5
		Humanities	-	-	1	5	6	6	-	5	23
		Languages	-	-	6	7	-	-	-	5	18
		Drawing	-	-	-	-	5	2	-	-	7
		Physical Education	-	-	-	-	6	-	-	-	6
2.	Bilaspur	Science	-	2	-	2	12	7	7	3	33
		Humanities	-	2	-	-	15	6	7	8	38
		Languages	-	-	2	2	8	4	6	1	23
		Drawing	-	-	-	-	-	5	6	-	11
		Physical Education	-	-	-	-	7	5	6	-	18
3.	Hamirpur	Science	-	5	6	4	12	7	-	8	42
		Humanities	-	1	4	11	15	7	-	5	43
		Languages	-	2	4	10	8	7	-	1	32
		Drawing	-	-	-	6	-	6	-	-	12
		Physical Education	-	-	-	-	7	6	-	-	13
4.	Mandi	Science	-	-	-	6	12	8	-	6	32
		Humanities	-	-	-	5	15	8	9	3	40
		Languages	-	-	-	4	8	8	-	5	25
		Drawing	-	-	-	-	-	6	9	10	25
		Physical Education	-	-	-	-	7	6	-	9	22
5.	Kangra	Science	-	-	-	4	12	-	-	6	22

	Humanities	-	-	-	4	15	-	-	6	25
	Languages	-	-	-	2	8	-	-	5	15
	Drawing	-	-	-	-	-	-	-	6	6
	Physical Education	-	-	-	-	7	-	-	5	12
6. Una	Science	-	5	6	4	12	7	-	8	42
	Humanities	-	1	4	11	15	7	-	5	43
	Languages	-	2	4	10	8	7	-	1	32
	Drawing	-	-	-	6		6	-	-	12
	Physical Education	-	-	-	-	7	6	-	-	13

Table 1.2 reveals that during the session 2002-03, no subject specific training was imparted in any of the DIETs of selected districts. During the year 2003-04, 4 days subject specific training (Science and Humanities) was imparted in DIET Bilaspur and 8 days subject specific training (science, Humanities and Language) in DIET Hamirpur and Una only. During the year 2004-05, 8 days subject specific training (science, Humanities and Language) was provided in DIET Solan, 2 days subject specific training (language) was imparted in DIET Bilaspur and 14 days subject specific training (science, Humanities and Language) was provided in DIET Hamirpur and Una. During the year 2005-06, 16 days subject specific training (Science, Humanities and Language) was imparted in DIET Solan, 4 days subject specific training (Science and Language) was provided in DIET Bilaspur, 31 days subject specific training (Science, Humanities, Language and Drawing) was provided in DIET Hamirpur and Una, 15 days subject specific training (Science, Humanities and Language) was imparted in DIET Mandi and 10 days subject specific training (Science, Humanities and Language) was imparted in DIET Kangra. During the year 2006-07, 17 days subject specific training (Humanities, Drawing and Physical Education) was imparted in DIET Solan and 42 days subject specific (Science, Humanities, Language and physical education) was imparted in Bilaspur, Hamirpur, Mandi, Kangra and Una respectively. During the year 2007-08, 8 days subject specific training (Humanities and Drawing) was imparted in DIET Solan, 27 days subject specific training (Science, Humanities, Language, Drawing and Physical Education) was imparted in DIET Bilaspur, 33 days subject specific training (Science, Humanities, Language, Drawing and Physical Education) was imparted in DIET Hamirpur and Una, and 36 days subject specific training (Science, Humanities, Drawing, Language and Physical Education) was imparted in DIET Mandi. However, no subject specific training was provided in DIET Kangra during the year 2007-08. During the year 2008-09, 32 days subject specific training (Science, Humanities, Drawing, Language and Physical Education) was imparted in DIET Bilaspur and 18 days subject specific training (Humanities and Drawing) was imparted

in DIET Mandi. However no subject specific training was provided in any of the DIETs of the rest of the selected districts. During the year 2009-10, 10 days subject specific training (Humanities and Language) was imparted in DIET Solan, 12 days subject specific training (Science, Humanities and Language) was imparted in DIET Bilaspur. 14 days subject specific training (Science, Humanities and Language) in DIET Hamirpur and Una, 33 days subject specific training (Science, Humanities, Language, Drawing and Physical Education) in DIET Mandi and 28 days subjects specific training (Science, Humanities, Language, Drawing and Physical Education) in DIET Kangra.

2) Objectives of Inservice Teacher Training Programme

Two types of training modules for inservice training had been developed by the different DIETs as following:

- (i) Seven days inservice training programmes for primary teachers and upper primary teachers in general areas:
 - To discuss various devices with special reference to use of library books.
 - To make teachers aware about different models for multi-grade teaching.
 - To make teacher aware of interactive teaching technology.
 - To sensitize teachers about gender and gender issues.
 - To acquaint teachers with teaching strategies for children with disabilities.
 - To enable teachers to develop effective question papers.
- (ii) Thirteen days inservice teacher training programme in curricular area:
 - To familiarize the primary teachers with the child centered approach-joyful learning activity based teaching and learning by doing.
 - Capacity building of teachers in different areas of education.
 - To make the primary teachers competent to handle the different challenges of school situation by adopting latest techniques.
 - To shift the emphasis from teaching to learning.
 - To enable them to deal with hard spots in Mathematics like fraction, angle, triangle and circle.
 - To enable them to deal with hard spots in Hindi.
 - To enable them to deal with hard spots in EVS like maps, globe.
 - To enable them to deal with hard spots in Science and English.
 - To make them able in TLM preparation and its implications.
 - To develop them as ideal and expert teachers in school system.

3) Content of the Training Modules

(i) Similarities in the Content of Training Modules of Different DIETs

The common areas of the content covered in Training Modules of DIETs of Solan, Bilaspur, Hamirpur, Mandi, Kangra and Una w.e.f. the session 2002-03 to 2009-10 are:

General Training Areas: The general training areas given in the module were as under: SSA: SSA overview, its objectives, Norms, interventions and functions of SSA, concept of inclusive education in CWSN, concept of CCE, tools and techniques of CCE, mid-day meal programme—objectives and provisions, Evaluation (meaning and importance of evaluation), preparation of question bank using KUAS, TLM, Intelligence (Theories of intelligence), Child psychology, educational technology, physical and health education, stages of teaching, role of education in modern technology, creativity in teaching and learning, phases and levels of teaching, Girls education, NCF-2005, RTI-2005, RTE-2010, Education Bill-2005, Memory (Theories of memory), Action Research, Adhar (Introduction to Adhar and Adhar plus), Disaster Management, cultural heritage, RMSA.

Subject-Specific Training Areas: The Subject specific areas given in the training module were as under:

- Mathematics: Objectives, need and importance of teaching of mathematics at elementary level, Methodology (inductive-deductive, analytic-synthetic, laboratory method), Number System, Area, Percentage, Fractions, cube, cuboids, practical solution, cylinder, circle, Perimeter, Geometry, Algebra, Statistics.
- Science: Atom, its constitution, chemical compound, chemical reaction, Acid, base, salt general characteristics, Thermodynamics, Sources of energy, general diseases- Tuberculosis, Polio, Cholera, Chicken Pox, Measles, Diarrhea, Vaccination, force, work, Co₂ preparation, parts of flower, thermometer, balance diet, Metal and non-metal, its properties, chemical reaction/formulae, balancing chemical equation, Properties of magnets, formation of clouds, concept of lightening, Compound and mixture, Parts of tree, practical activities with flash cards, charts, models, worksheet, print material, thermocoal, card board box, and different bowls, different test tubes, acids, base, salts, burette, titration flask, weighing machine, microscope, litmus paper, PH paper etc.
- English: Skills- Development of listening, speaking, reading, writing skills in English, pronunciation skill through cassettes, Writing- composition of writing, letter writing,

application writing, types of letters, parts of letters, comprehension, and composition of latest trends of letters and application format, phonetics, Punctuation practice-narration practice, evaluation, recitation from the text book.

- Social Science: Solar system, History- Mughal Dynasty, Mauryas and Guptas Dynasty, Modern India, history of H.P. till 1971, physical structure of H.P., Election Process- Structure of panchayati raj, gram panchayat (rural/urban), Block samiti, Zila parishad, Prime Minister, President, Legislative Assembly, Parliament (Lok Sabha and Rajya Sabha), Court- District court, high court, Supreme court, Tehsil, age limit and their work, recruitment, National Emblem.
- Physical Education: Marking of track, dimensions of the field, Kho-Kho, kabaddi, badminton, handball, basketball, football, hockey, volleyball, yoga and their importance, pranayam, yoga chart, different asanas, Knowledge of March pass, history of games, drilling of all games, role of coach, importance of warming up.
- Drawing: Free hand drawing practice and methods basic concepts of designing, Bookmark, circle, writing English and Hindi letters, knowledge about colours, trace writing, importance of book cover, role of light shade. Meaning and role of collage, types, use of waste material in collage preparation, importance of drawing.
- Hindi: Need, Importance of Hindi language, objectives of Hindi language, meaning of word, development of listening, speaking, reading, writing skills in Hindi, Composition of writing, letter writing, application writing, types of letters, parts of letters.
- Sanskrit: Need and importance of Sanskrit language, objectives of Sanskrit language, Sanskrit grammar, Sanskrit evaluation, pronunciation skills, Development of listening, speaking, reading, writing skills in Sanskrit. Punctuation practices, narration practice. Question paper preparation for different classes 6th, 7th, and 8th class, question paper designing.

(ii) Dissimilarities in the Content of Training Modules of Different DIETs

On the comparison of the content of the training modules of different DIETs, some dissimilarities were found in the form of additional content in the training modules of the DIETs of district Solan, Bilaspur and Mandi as under:

- Solan: Institutional Planning, distance education, teacher diaries, behaviour problems of adolescence, educational history and philosophy.

- Bilaspur: International Commission on Education, Election Commission of India, Minto Morley Reforms, CAG appointment and powers, non-cooperation movement, PWD Act.
- Mandi: Physiotherapy, Education code, legal set up and right of women in constitution, concept of swajaldhara, adolescence and adult education.

(iii) Weightage to Theory and Practice in Training Modules

Table 1.3 Weightage to Theory and Practice in Inservice Teacher Training Programme in Selected Districts

Sr. No.	District	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
		Theory	Practical	Theory	Practical	Theory	Practical	Theory	Practical	Theory	Practical	Theory	Practical	Theory	Practical	Theory	Practical
1.	Solan	75.00	25.00	87.50	12.50	74.07	25.93	69.64	30.36	80.00	20.00	90.74	5.26	-	-	71.05	28.95
2.	Bilaspur	-	-	83.33	16.67	80.00	20.00	87.50	12.50	70.41	29.59	66.27	33.73	74.22	25.78	73.44	26.56
3.	Hamirpur	-	-	75.00	25.00	79.54	20.46	76.70	23.30	70.41	29.59	56.86	43.14	-	-	73.91	26.09
4.	Mandi	-	-	-	-	-	-	81.74	18.26	70.41	29.59	73.40	26.60	76.92	23.08	71.20	28.80
5.	Kangra	83.33	16.67	80.00	20.00	83.33	16.67	79.16	20.84	70.41	29.59	-	-	-	-	65.15	34.85
6.	Una	-	-	75.00	25.00	79.54	20.46	76.70	23.30	70.41	29.59	56.86	43.14	-	-	73.91	26.09

It can be seen from the Table 1.3 that in the session 2002-03, 75 percent weightage was given to theory and 25 percent weightage to the practical activities in the Solan district whereas 83.3 percent weightage was given to the theory and 16.67 percent to the practical activities in the Kangra district. In the session 2003-04, 87.50, 83.33, 75 and 80 percent weightage was given to theory in Solan, Bilaspur, Hamirpur, Kangra and Una districts respectively whereas 12.50, 16.67, 25 and 20 percent to practical activities in the above districts respectively. In the session 2004-05, 74.07, 80, 79.54 and 83.33 percent weightage was given to the theory in Solan, Bilaspur and Kangra district respectively whereas 25.93, 20, 20.46 and 16.67 percent to practical activities in the above districts respectively. In the session 2005-06, 69.64, 87.50, 76.70, 81.74 and 79.16 percent weightage was given to theory in Solan, Bilaspur, Hamirpur, Mandi, Kangra and Una district respectively whereas 30.36, 12.50, 23.30, 18.26 and 20.84 percent to practical activities in the above districts respectively. In the session 2006-07, 80 percent in Solan district and 79.16 percent weightage was given to theory in Bilaspur, Hamirpur, Mandi, Kangra and Una district respectively whereas 20 percent to practical activities in Solan and 29.59 percent weightage was given to practical activities in Bilaspur, Hamirpur, Mandi, Kangra and Una district respectively. In the session 2007-08, 94.74, 66.27, 56.86 and 73.40 percentage weightage was given to theory in Solan, Bilaspur, Hamirpur, Mandi and Una districts respectively whereas 5.26, 33.73, 43.14 and 26.60 percent to practical activities in the above districts respectively. In the session 2008-09, 74.22 and 76.92 percent weightage was given to theory in Bilaspur and Mandi districts whereas 25.78 and 23.08 percent to practical activities in the above districts respectively. In the session 2009-10, 71.05, 73.44, 73.91, 71.20 and 65.15 percent weightage was given to theory in Solan, Bilaspur, Hamirpur, Mandi, Kangra and Una districts respectively whereas 28.95, 26.56, 26.09, 28.80 and 34.85 percent to practical activities in the above districts respectively.

3) Evaluation Mechanism

During the training, each and every participant had to demonstrate a lesson before the other participants, to be evaluated on the same and was given feedback on the same.

4) Follow-Up

After the training programme no follow-up mechanism was followed in any of the selected districts by the DIETs.

RESULTS / CONCLUSIONS

- 1) The time schedule of inservice training ranged from 2 to 19 days from the year 2002-03 to the year 2009-10.
- 2) The training programme in General Area, the emphasis was given to make the teacher competent to use various devices with special reference to the use of the library books, awareness about the interactive teaching technology, sensitization of teachers about gender issues, acquaintance of teachers with teaching strategies and enabling them to develop effective question papers.
- 3) The training programme in Curricular Area, the emphasis was given to familiarize the teachers with child centered approaches, joy-full learning, activity based teaching, making the teacher competent to handle the different challenges of school situation, enabling them to deal with the hard spots in mathematics, Hindi, Social Science, Science and English and to make them able in TLM preparation.
- 4) In the year 2002-03, 2004-05, 2005-06 and 2009-10, 70 percent - 80 percent weightage was given to theory and 20 percent-30 percent weightage to practical activities in district Solan. However, in the year 2003-04 and 2007-08, more than 60 percent weightage was given to theory in district Solan.
- 5) In the year 2003-04, 2004-05 and 2005-06 more than 80 percent weightage was given to theory in district Bilaspur. However, from the year 2006-07 to 2009-10 more than 50 percent weightage was given to theory in district Bilaspur.
- 6) From the year 2003-04 to 2009-10, more than 50 percent weightage was given to theory and only 20 percent to 40 percent weightage was given to practical activities in Hamirpur and Una district.
- 7) From the year 2005-06 to 2009-10, more than 80 percent weightage was given to theory in district Mandi and from the year 2002-03 to 2005-06, more than 80 percent weightage was given to theory whereas in 2006-07 and 2009-10 more than 50 percent weightage was given to theory only and 20 to 40 percent weightage was given to practical activities in district Kangra.
- 8) During the training, each and every participant had to demonstrate a lesson before the other participants, to be evaluated on the same and was given feedback on the same.
- 9) After the training programme no follow-up mechanism was followed in any of the selected districts by the DIETs.

REFERENCES:

- Chowdhury Arnav and Mete Jayanta (2017), *Inservice teacher Training are getting Importance in 21st century- A Qualitative Study*. **IOSR Journal of Humanities and Social science**, Vol.22, Issue:12, Ver.7, (December 2017) pp.42-46, ISSN: 2279-0845.
- Manhas, J. S., Garg, S., Charak, A. S. and Gupta, L. (2011). *Assessment of Impact of Adult Trainers' Training Programme on Watershed Management*. **Indian Journal of Adult Education**, Vol.72(2), pp.51-61.
- Patel, R. S. (2006). *A Study of Gender Sensitization Training Imparted to Teachers and its Effect on Behaviour and Attitude of Teachers*. **Abstracts of Research studies in Elementary Education (2003-2009)**, Research Evaluations and Studies Unit, Technical Support Group for Sarva Shiksha Abhiyan, New Delhi: EDCIL (India) Ltd. 2010, pp.182-83.
- Phull, M., David, R. S. and Kumar, P. (2009). *Baseline Study of the Status of Teaching of English in Elementary Schools in Rajasthan with Reference to Speaking*. **Abstracts of Research studies in Elementary Education (2003-2009)**, Research Evaluations and Studies Unit, Technical Support Group for Sarva Shiksha Abhiyan, New Delhi: EDCIL (India) Ltd. 2010, pp.301-03.
- Sapp, T. M. (1996). *Teacher Perceptions of the Components of Effective Inservice Training in the Fine Arts and their Relationship to the implementation of Curriculum Improvement and Innovations*. **Dissertation Abstracts International**, Vol. 57(4), pp.1573-74A.