



IN-SERVICE TEACHER TRAINING PROGRAMMES UNDER SARVA SHIKSHA ABHIYAN IN HIMACHAL PRADESH

Sapna Goel

Asstt. Professor, Abhilashi College of Education, Near Chowk, Distt. Mandi (HP)

Abstract

The main aim of the present investigation was to study the views of upper primary school teachers regarding content and methodology adopted during in-service teacher training programmes under Sarva Shiksha Abhiyan in Himachal Pradesh. For conducting this study a sample of 400 upper primary school teachers were selected by employing purposive sampling technique as well as in accordance with the willingness of upper primary school teachers. Data were collected from upper primary school teachers by using self developed questionnaire. Percentage analysis was used for analyzing the data.



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

INTRODUCTION

The explosive advances in communication technologies have made their presence felt in every walk of life. They have created visible impacts and imperatives on the socio-cultural and economic aspects of the life of every individual. The expectations from education are increasing and the techniques of teaching-learning are also like-wise changing fast. Thus, the very face of schools seems to be undergoing a big transformation. A single shot training given at pre-service level to the teachers, as has been the common practice so far, will be no longer sufficient for them to serve professionally unless they choose to regularly update and upgrade their skills, competencies and awareness. Hence, the need for in-service teacher education at regular intervals is being recognized everywhere. In-service teacher education refers to a recurrent, organized and need-based continuing education of teachers already on the job to update and enrich their professional competencies, strengthen their commitment, and enhance their professional performance in the classroom as well as in the school and community. In-service education of teachers may be defined as continuing education of teachers and other educators which commences after initial professional education is over and which leads to the improvement of professional competence of educators all throughout their careers. In the word of M.B. Butch, "in-service education is a programme of activities aiming at the continuing growth of teachers and educational personnel in service." It is the

sponsoring and pursuing of activities which bring new insights, growth, understanding and cooperative practices to the members of teaching profession and arouse them to action to improve them in every possible manner. In-service training programmes can be described as a process of learning whereby teachers who have completed a certain level of teacher training are provided with means of meeting their needs for further personal development in teaching. This implies that in their career, teachers need to go through some periodic study aimed at retaining them and enhancing their pedagogical and academic competencies. Most of in-service training programmes, in general, emphasize pedagogical practices. The most effective forms of in-service training are those that employ recurrent in-service training at school level concentrated on topics such as practical methods of teaching major subjects, ways to adopt the curriculum to the social and physical environment of the child, understanding how children develop and learn and methods of evaluating teaching-learning. Hence, in-service teacher training for infusing specific teaching competencies among school teachers has emerged as an important aspect in the quality improvement of educational programmes. **Kundi (2009)** found that male and female elementary school teachers did not differ significantly from each other with respect to their overall attitude towards in-service teacher training programmes. **Jamil et. al. (2011)** conducted a study to find out the association of in-service training with, and its effect on, the performance of school teachers for the academic betterment of the students. The study revealed that a significant correlation existed between in service-training and the performance of the teachers. **Yadav (2012)** conducted a study in 15 states of India and observed positive impact of INSET (In-service Education for Teachers) on class room transactions in the states of Tamil Nadu, Madhya Pradesh, Andhra Pradesh, Chhattisgarh, Gujarat, Orissa and Uttar Pradesh whereas this impact was not found significant in the State of Maharashtra, West Bengal, Bihar, Haryana, Nagaland and Rajasthan. **Singh (2013)** conducted a study entitled as elementary Education in Himachal Pradesh under Sarva Shiksha Abhiyan: An Evaluative Study". The findings of the study reflected that all the elementary level teachers of Himachal Pradesh undergone 15 days compulsory in-service training through SSA on general areas but a very few teachers had received training in content enrichment area. There was no proper mechanism for evaluation of various teacher training programmes. Most of the training programmes were theoretical, practical demonstration were rarely seen in these training programmes. It has also reported in many studies that most explored theme in the in-service training programme delivered were

learner centred approaches, objective based instructions, environment based approach, and teaching of mother tongue and of view that such training programmes be made integral part of the educational programme for teachers. It has been concluded in many studies that inservice training programmes are compulsory for the professional development of teachers and quality of teaching. The in-service training programmes are not found need based and experience based, in the training programme field visits, practical aspects are not included in the training.

SIGNIFICANCE OF THE STUDY

In a survey report published by NCTE (1998), certain gaps have been identified in in-service teacher education programmes in the state of Himachal Pradesh. Hence, the need arises to carry out in-depth evaluative studies on in-service teacher training programmes by exploring the views of real beneficiaries of these programmes i. e. the working teachers. In addition to this, the state of Himachal Pradesh is rapidly emerging as educational leader in the country in present scenario and the state government is making all efforts to achieve the target of Universal Elementary Education with adequate thrust on quality under the scheme of Sarva Shiksha Abhiyan (SSA). For realizing this objective in terms of both quantity and quality, in-service teacher training programmes have been identified as of vital and crucial significance. Furthermore, the state of Himachal Pradesh is characterized by varied nature of topographical and geographical conditions even at short distances. This call for formulating district-specific programmes and intervention strategies in the area of in-service teacher training by keeping into view the needs and conditions of the teachers of the respective district. It can easily be brought to practice as the Sarva Shiksha Abhiyan (SSA) is itself a district-specific programme. Hence, the need is to revamp and revitalize teacher training programmes so that the teachers may be made competent and committed enough to execute various schemes under Sarva Shiksha Abhiyan (SSA) and could ultimately pave the way for achievement of Universal Elementary Education (UEE) in this hilly state.

OBJECTIVE OF THE STUDY

To study the views of upper primary school teachers regarding in-service teacher training programmes under Sarva Shiksha Abhiyan with special reference to:

- Organizational Aspect
- Content and Methodology

METHODOLOGY

For conducting the present investigation, survey technique under descriptive method of research was employed.

SAMPLING

In order to ascertain the views of upper primary school teachers regarding various aspects of in-service teacher training programmes under SSA, three districts out of total twelve districts of Himachal Pradesh were selected by following ‘stratified proportionate random sampling technique’. After selection of districts, upper primary schools (middle / high / senior secondary schools) were selected from each of the three sampled districts on the basis of the convenience to the researcher. A representative sample of 400 upper primary school teachers were selected by employing purposive sampling technique as well as in accordance with the willingness of upper primary school teachers.

RESEARCH TOOL USED

Following research tool was used by the investigator for present study:

- Questionnaire – I for Upper Primary School Teachers.

STATISTICAL TECHNIQUE USED

The information collected through questionnaire - I in the form of views of upper primary school teachers was put to percentage analysis to give meaning to the data.

ANALYSIS OF DATA

Opinion of Upper Primary School Teachers regarding Organizational Aspects of In-Service Teacher Training Programmes

The opinion of upper primary school teachers to four items related to organizational aspects of in-service teacher training programmes is given in Table 1

TABLE 1 Opinion of Upper Primary School Teachers with regard to Organizational Aspects of In-Service Teacher Training Programmes

Item No.	Item Statement / Response	Mandi (N = 150)	Kullu (N = 125)	Bilaspur (N = 125)	Total (N = 400)
1.	Time of organizing in-service training programmes.	130(86.7%)	105(84%)	108(86.4%)	343(85.75%)
	(i) Any time in year.	12(8%)	15(12%)	12(9.6%)	39(9.75%)
	(ii) During vacations.	8(5.3%)	5(4%)	5(4%)	18(4.5%)
	(iii) After annual exams.				

2.	<p>Appropriateness of organizing time of training programmes.</p> <p>(i) Yes (ii) No</p> <p><i>If No, then suggested time of organizing training programmes.</i></p> <p>(i)After exam. (ii)During vacation (iii)At start of session</p>	<p>48(32%) 102(68%)</p> <p>15(14.73%) 9(8.82%) 78(76.47%)</p>	<p>30(24%) 95(76%)</p> <p>12(12.63%) 18(18.94%) 65(68.4%)</p>	<p>45(36%) 80(64%)</p> <p>13(16.25%) 12(15%) 55(68.75%)</p>	<p>123(30.75%) 277(69.25%)</p> <p>40(14.45%) 39(14.07%) 198(71.48%)</p>
3.	<p>Availability of facilities in training centers.</p> <p>(i) Seating facility (ii) Free stationery. (iii) A-V aids. (iv) Transport facility. (v)Extra study material</p>	<p>81(54%) 60(40%) 18(12%) 63(42%) 33(22%)</p>	<p>75(60%) 42(33.6%) 20(16%) 42(33.6%) 75(60%)</p>	<p>55(44%) 45(36%) 20(16%) 43(34.4%) 10(8%)</p>	<p>211(52.75%) 147(36.75%) 58(14.5%) 148(37%) 118(29.5%)</p>
4.	<p>Provision of source/reference material to participants during training programmes.</p> <p>(i) Yes (ii) No</p> <p><i>If Yes, type of source / reference material provided.</i></p> <p>(i) Stationery articles. (ii) Map/charts/globe. (iii) Subject-related booklets/pamphlets. (iv) No response.</p>	<p>24(16%) 126(84%)</p> <p>10(41.67%) 2 (8.33%) 12(50%) --NIL--</p>	<p>35(28%) 90(72%)</p> <p>9(25.70%) 6(17.10%) 5(14.3%) 15(42.9%)</p>	<p>25(20%) 100(80%)</p> <p>15(60%) 5(20%) 5(20%) --NIL--</p>	<p>84(21%) 316(79%)</p> <p>34(40.48%) 13(15.48%) 22(26.19%) 15(17.85%)</p>

Table 1 reveals that a very large majority of upper primary school teachers (84 percent to 86 percent) in all three sampled districts had indicated that in-service teacher training programmes were organized during any time in the year and there was no fixed time of their organization. In addition, less than 15% of upper primary school teachers in all three sampled districts had indicated that in-service teacher training programmes were organized either during vacations or after annual examinations. Overall, it may be reported that about 86% upper primary teachers indicated that in-service teacher training programmes were organized during any time in the year and about 10% and 5% held that such training programmes were organized during vacations and after annual examinations respectively. It was reported by about two third of sampled upper primary school teachers of Mandi (68%) and Bilaspur (64%) districts that the timings of organizing in-service teacher training programmes were

not appropriate. Similarly, 76% upper primary school teachers working in the Kullu district were of the same opinion. Hence, it may be summed up that 69.25% of all sampled upper primary school teachers considered the timings of organizing in-service teacher training programmes as inappropriate and 71.48% of such teachers recommended that in-service teacher training programmes should be organized at the start of new academic session whereas, about 14% each were of the opinion that the training programmes should be organized either during vacation period or immediately after annual examinations. With regard to availability of seating facilities in training centres, only 44% to 60% upper primary school teachers in all three sampled districts remarked that adequate seating facilities were available in the training centres. Similarly, only a small percentage of upper primary school teachers (34% to 42%) belonging to three sampled districts reported that free stationery and transport facility was made available to them during in-service teacher training programmes. In the similar manner, few upper primary school teachers (less than 20%) belonging to all three sampled districts pointed out that different types of audio-visual aids were available in training centres for imparting training to them. With regard to provision of extra study material during training programmes, 60% upper primary school teachers of Kullu district had shown their agreement whereas; only 8% and 22% teachers of Bilaspur and Mandi districts respectively opined that extra study material was provided to them during training programmes. Conclusively, it may be inferred that training centres of all three sampled districts lacked in terms of free stationery, audio-visual aids and extra study material as reported by more than half of sampled upper primary school teachers. Similarly, seating facilities and transport facilities to training centres were also not adequate as pointed out by 47% and 63% of all sampled upper primary school teachers.

Table 1 further shows that only 16%, 28% and 20% upper primary school teachers of Mandi, Kullu and Bilaspur districts respectively opined that there was provision of source / reference material during in-service teacher training programmes. Overall, it may be concluded that only 21% upper primary school teachers agreed to the fact that the participant teachers were provided with source/reference material during in-service teacher training programmes whereas, 79% upper primary school teachers had shown their disagreement to this fact.

Views of Upper Primary School Teachers regarding Content and Methodology Adopted during In-Service Teacher Training Programmes

The views of upper primary school teachers with regard to content and methodology adopted during in-service teacher training programmes are given in Table 2.

TABLE 2 Views of Upper Primary School Teachers with regard to Content and Methodology Adopted during In-Service Training Programmes

Item No.	Item Statement / Response	Mandi (N = 150)	Kullu (N = 125)	Bilaspur (N = 125)	Total (N = 400)
6.	Competency of resource persons. (i) High. (ii) Moderate. (iii) Not competent.	39(26%) 81(54%) 30(20%)	30(24%) 77(61.6%) 18(14.4%)	38(30.4%) 73(58.4%) 14(11.2%)	107(26.75%) 231(57.75%) 62(15.5%)
7.	Whether lecture method is used to the maximum extent. (i) Yes (ii) No <i>If No, then other training methods adopted.</i> (i) Discussion Method. (ii) No response.	126(84%) 24(16%) 24(100%) --NIL--	92(73.6%) 33(26.4%) 33(100%) --NIL--	100(80%) 25(20%) 10(40%) 15(60%)	318(79.5%) 82(20.5%) 67(81.70%) 15(18.30%)
8.	Satisfaction with content matter of training programmes. (i) Yes (ii) No	57(38%) 93(62%)	55(44%) 70(56%)	60(48%) 65(52%)	172(43%) 228(57%)
9.	Evaluation of learnt knowledge/methods/skills at the end of training programmes. (i) Yes (ii) No <i>If Yes, method of evaluation followed.</i> (i) Written examination. (ii) Oral examination. (iii) Practical exams.	60(40%) 90(60%) --NIL-- 60(100%) --NIL--	52(41.6%) 73(58.4%) --NIL-- 52(100%) --NIL--	60(48%) 65(52%) --NIL-- 60(100%) --NIL--	172(43%) 228(57%) --NIL-- 172(100%) --NIL--

With regard to competency level of resource persons, 54% to 62% upper primary school teachers in all three sampled districts (54% in Mandi, 58.4% in Bilaspur and 61.6% in Kullu district) opined that the resource persons engaged in in-service teacher training programmes were moderately competent and 24 % to 30% upper primary teachers (24% in Kullu, 26% in Mandi and 30.4% in Bilaspur district) reported the competency level of resource persons as high. On the contrary, less than 20% upper primary school teachers reported that resource persons engaged in in-service teacher training programmes were not

competent enough. On the whole, 57.75% upper primary school teachers reported moderate competency level of resource persons engaged in in-service teacher training programmes whereas, 26.75% and 15.5% upper primary school teachers considered the resource persons as highly competent and incompetent respectively.

Further, 84%, 80% and 73.6% upper primary school teachers of Mandi, Bilaspur and Kullu districts stated that lecture method was mostly used to impart training to them whereas, 16%, 20% and 26.4% teachers in these districts respectively had shown their disagreement with this view. These disagreed teachers reported that discussion method was also adopted by resource persons to impart training to them. Overall, it may be summed up that lecture method was predominantly used to provide in-service training as reported by 79.5% of all selected upper primary school teachers. On the contrary, only 20.5% teachers had expressed that discussion method was also used during in-service teacher training programmes.

Table 2 depicts that only 48%, 44% and 38% upper primary school teachers of Bilaspur, Kullu and Mandi districts respectively had expressed their satisfaction with content matter / syllabus of in-service teacher training programmes whereas, 52% teachers in Bilaspur, 56% in Kullu and 62% in Mandi district were not satisfied with the content matter of in-service teacher training programmes. Thus, it may be inferred that only about 43% upper primary school teachers were satisfied with content matter / syllabus of in-service teacher training programmes whereas, remaining 57% upper primary school teachers were dissatisfied with the same.

Table 2 shows that 52% to 60% upper primary school teachers (52% in Bilaspur, 58% in Kullu and 60% in Mandi district) reported that the knowledge and skills acquired by them through in-service teacher training were not evaluated at the end of in-service teacher training programmes whereas, remaining upper primary school teachers serving in all sampled three districts i.e. 48% in Bilaspur, 41.6% in Kullu and 40% in Mandi district expressed that training organizers evaluated the knowledge and skills acquired by them at the end of in-service teacher training programmes. All of such upper primary school teachers in all three sampled districts had reported that their knowledge and skills were evaluated through oral examinations/discussion. Thus, it may be concluded that only 43% of all sampled upper primary school teachers agreed that evaluation of acquired knowledge and skills at the end of in-service teacher training programmes was done and it was mainly carried out through oral examination / verbal discussion. On the other hand, 57% of all

sampled upper primary school teachers indicated that there was no mechanism of evaluating the knowledge and skills acquired by them at the end of in-service teacher training programmes.

CONCLUSION

A large majority of upper primary school teachers (84 percent to 86 percent) in all three sampled districts had indicated that in-service teacher training programmes were organized during any time in the year and there was no fixed time of their organization. In addition, about 10% and 5% upper primary school teachers held that such training programmes were organized during vacations and after annual examinations respectively. It was reported by about two third of sampled upper primary school teachers of Mandi (68%) and Bilaspur (64%) districts that the timings of organizing in-service teacher training programmes were not appropriate. Similarly, 76% upper primary school teachers working in the Kullu district were of the same opinion. Overall, 69.25% of all sampled upper primary school teachers considered the timings of organizing in-service teacher training programmes as inappropriate and 71.48% of such teachers recommended that in-service teacher training programmes should be organized at the start of new academic session whereas, about 14% each were of the opinion that the training programmes should be organized either during vacation period or immediately after annual examinations.

With regard to availability of seating facilities in training centres, only 44% to 60% upper primary school teachers in all three sampled districts responded that adequate seating facilities were available in the training centres. The training centres of all three sampled districts lacked in terms of free stationery, audio-visual aids and extra study material as reported by more than half of sampled upper primary school teachers. Furthermore, only 21% upper primary school teachers agreed to the fact that the participant teachers were provided with source/reference material during in-service teacher training programmes whereas, 79% upper primary school teachers had shown their disagreement to this fact.

With regard to competency level of resource persons, 54% to 62% upper primary school teachers in all three sampled districts (54% in Mandi, 58.4% in Bilaspur and 61.6% in Kullu district) opined that the resource persons engaged in in-service teacher training programmes were moderately competent and 24 % to 30% upper primary teachers (24% in Kullu, 26% in Mandi and 30.4% in Bilaspur district) reported the competency level of resource persons as high. On the contrary, less than 20% upper primary school teachers reported that resource

persons engaged in in-service teacher training programmes were not competent enough. On the whole, 57.75% upper primary school teachers reported moderate competency level of resource persons engaged in in-service teacher training programmes whereas, 26.75% and 15.5% upper primary school teachers considered the resource persons as highly competent and incompetent respectively.

Lecture method was predominantly used to provide in-service training as reported by 79.5% of all selected upper primary school teachers. On the contrary, only 20.5% teachers had expressed that discussion method was also used in in-service teacher training programmes.

Only about 43% upper primary school teachers were satisfied with content matter / syllabus of in-service teacher training programmes whereas, remaining 57% upper primary school teachers were dissatisfied with the same.

Fifty two to sixty percent upper primary school teachers (52% in Bilaspur, 58% in Kullu and 60% in Mandi district) reported that the knowledge and skills acquired by them through in-service teacher training were not evaluated at the end of in-service teacher training programmes whereas, remaining upper primary school teachers serving in all sampled three districts i.e. 48% in Bilaspur, 41.6% in Kullu and 40% in Mandi district expressed that training organizers evaluated the knowledge and skills acquired by them at the end of in-service teacher training programmes. All of such upper primary school teachers in all three sampled districts had reported that their knowledge and skills were evaluated through oral examinations/discussion. Hence, it was concluded that only 43% of all sampled upper primary school teachers agreed with regard to evaluation of acquired knowledge and skills at the end of in-service teacher training programmes which was done mainly through oral examination / verbal discussion. On the other hand, 57% of all sampled upper primary school teachers indicated that there was no mechanism of evaluating the knowledge and skills acquired by them at the end of in-service teacher training programmes.

About half (52.5%) of all sampled upper primary school teachers indicated that evaluation of in-service teacher training programmes was done by the participants. More than 85% upper primary teachers in all sampled three districts further indicated that evaluation of in-service teacher training programmes was done by participants through written method and by providing written feedback to the training organizers. On the contrary, 47.5% upper primary teachers in all three sampled districts reported that evaluation of in-service teacher training programmes was not done by the participants. Furthermore, 66.5% upper primary school

teachers forwarded their suggestions for effective organization of future in-service teacher training programmes. However, 86.47% of such upper primary school teachers refused with regard to the inclusion of their suggestions in successful organization of future in-service teacher training programmes.

REFERENCES

- Jamil, A., Atta, A.M., Ali, V., Balochi, J. & Ayar, A.M. (2011). *Effects of in-service training meliorating teachers performance at secondary school level. International Journal of Academic Research*, 3 (2), 624-628.
- Kundi, Paridhi (2009). *A Study of Attitude of Elementary School Teachers towards In-Service Training Programmes. M. Ed. Dissertation, Nerchowk: Abhilashi P.G. College of Education.*
- National Council for Teacher Education (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School Education – Initiation Document. New Delhi: NCTE.*
- Singh, B. (2013). *Elementary Education in Himachal Pradesh under Sarva Shiksha Abhiyaan: An Evaluative Study. Ph.D. Thesis, H.P. University, Shimla.*
- Yadav, S.K. (2012). *Impact of in-service teacher training on class room transaction, Development of Teacher Education. NCERT, New Delhi.*