

## **STRATEGIES FOR SUCCESSFUL ORGANIZATION OF IN-SERVICE TEACHER TRAINING PROGRAMMES UNDER SARVA SHIKSHA ABHIYAN**

**Sapna Goel**

*Assistant Professor, Abhilashi College of Education, Nerchowk, Distt Mandi (H.P)*

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### **Abstract**

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*This Paper attempts to study the different strategies for successful organization of in- service teacher training programmes under Sarva Shiksha Abhiyan in Himachal Pradesh. The sample included 400 upper primary school teachers of three districts of Himachal Pradesh 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.*



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## **INTRODUCTION**

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory education to the children of 6-14 years age group, a Fundamental Right. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. SSA lays major emphasis on quality of universal elementary education. For improving the status and quality of elementary education in the State, it is very essential to upgrade our working teachers with adequate requisite skills, competencies and knowledge. In this context, in-service teacher education programmes are of vital significance for success of Sarva Shiksha Abhiyan. The whole success of Sarva Shiksha Abhiyan (SSA) largely depends on the inputs provided for elementary education in terms of both physical infrastructure and teacher related aspects. Out of these two major components, in-service teacher education acquires great significance in the present scenario and needs critical evaluation through need-based researches especially at micro level so as to make the education system more humane and receptive to societal needs and individual aspirations in social context.

Though, these in-service teacher training programmes are being organized at various levels - national, state, district, block and school cluster levels, still, much needs to be done to manage a planned, purposive and well-thought out programme of in-service education of teachers.

## **REVIEW OF RELATED LITERATURE**

*Aba (2002)* concluded that teacher-oriented in-service teacher education programme is more effective in adoption and implementation of innovation, which is basically closed in nature as compared to school-oriented in-service teacher education programme. *Gopalan (2003)* opined that quality in pedagogy largely depends on the professional competence of teachers. *Arora (2004)* summarized that the DIETs primarily meant for in-service education of elementary school teachers, have proved inadequate for the task entrusted to them. *Kumar (2009)* reported that the major factors in order of priority that encouraged primary school teachers to participate in in-service teacher training programmes include; (i) learning innovative methods of teaching; (ii) updating information about subject matter; (iii) improving professional competence; (iv) solving educational problems and; (v) enhancing classroom management skills and competencies. It was suggested by *Surapuramath (2012)* that the training should normally be in relation to the needs and requirements of teachers and schools, taking into consideration emerging trends and concerns in education. Further, *Kerketta and Nongbri (2017)* concluded that the training programmes conducted under SSA have proved to be useful as these were utilized by the teachers in the classrooms teaching learning.

## **OBJECTIVE OF THE STUDY**

To enlist the strategies for successful organization of in-service teacher training programmes under SSA.

## **METHODOLOGY**

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

## **SAMPLING**

In order to identify the strategies for successful organization of in-service teacher training programmes under SSA, three sampled 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**

**STRATEGIES FOR SUCCESSFUL ORGANIZATION OF IN-SERVICE TEACHER TRAINING PROGRAMMES**

Upper primary school teachers have identified five most important strategies (out of given nine strategies) for successful organization of in-service teacher training programmes which are presented in Table 1.

**TABLE 1 Views of Upper Primary School Teachers regarding Important Strategies for Successful Organization of In-Service Teacher Training Programmes**

Sr. No	Successful Strategies	Mandi	Kullu	Bilaspur	Total
1	The training needs of participant teachers should be assessed beforehand by experienced teacher educators.	114 (76%)	122 (97.6%)	97 (77.6%)	333 (83.25%)

<b>2</b>	A specific syllabus for in-service teacher training programmes should be developed in accordance with the requirements/needs of school teachers.	117 (78%)	97 (77.6%)	72 (57.6%)	286 (71.5%)
<b>3</b>	Highly qualified, skilled and motivated teacher educators/RPs ) should be engaged for imparting in-service training to the school teachers.	73 (48.66%)	105 (84%)	107 (85.6%)	285 (71.25%)
<b>4</b>	The curriculum of training programmes should be a mixed blend of various teaching-learning methods and school curriculum.	105 (70%)	72 (57.6%)	105 (84%)	282 (70.5%)
<b>5</b>	In-service teacher training programmes should be evaluated at the end.	60 (40%)	100 (80%)	77 (61.6%)	237 (59.25%)
<b>6</b>	Teacher-centered training methods should be used to the maximum extent for imparting in-service training to the school	93 (62%)	50 (40%)	50 (40%)	193 (48.25%)

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	teachers.				
<b>7</b>	Modern training methods and techniques such as teleconferencing should be employed for imparting training to teachers.	66 (44%)	42 (33.6%)	65 (52%)	173 (43.25%)
<b>8</b>	The remuneration / allowances given to the participant teachers for attending training programmes should be increased.	36 (24%)	12 (9.6%)	35 (28%)	83 (20.75%)
<b>9</b>	Participation in training programmes should be given due weightage in salary increments and service promotion of participant teachers.	33 (22%)	15 (12%)	20 (16%)	68 (17%)

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The most important strategies for successful organization of in-service teacher training programmes as reported by upper primary school teachers of district Mandi were; (i) specific need-based syllabus of training programmes should be developed as per needs of school teachers (78%), (ii) training needs of participants should be assessed (76%), (iii) curriculum of training programmes should be a mixed blend of various teaching-learning methods and school curriculum (70%), (iv) teacher/participant-centered approach should be followed for imparting training (62%) and, (v) highly qualified and motivated teacher educators should be engaged as RPs (48.66%). In the similar manner, most important strategies for successful organization of training programmes as suggested by upper primary school teachers of Bilaspur district included; (i) highly qualified teacher educators should be

engaged as RPs (85.6%), (ii) curriculum of training programmes should be a mixed blend of various teaching-learning methods and school curriculum (84%), (iii) training needs of participant teachers should be assessed beforehand (77.6%), (iv) evaluation of training programmes should be done at their completion (61.6%) and, (v) specific need-based syllabus of training programmes should be developed as per needs of school teachers (57.6%). The most important strategies for successful organization of in-service teacher training programmes as perceived by upper primary school teachers of district Kullu included; (i) training needs of participants should be assessed (97.6%), (ii) highly qualified and motivated teacher educators should be engaged as RPs (84%), (iii) evaluation of training programmes should be done at their completion (80%), (iv) specific need-based syllabus of training programmes should be developed as per needs of school teachers (77.6%), (v) curriculum of training programmes should be a mixed blend of various teaching-learning methods and school curriculum (57.6%). On the whole, it may be interpreted that the most important strategy for successful organization of in-service teacher training programmes was “assessing training needs of participant teachers before organization of in-service teacher training programmes” as identified by 83.25% of all sampled upper primary school teachers. “Developing specific need-based syllabus of training programmes as per needs of school teachers” was marked as second most important successful strategy by 71.50% upper primary school teachers. Further, 71.25% upper primary school teachers were of the opinion that highly qualified, skilled and motivated teacher educators should be engaged as resource persons for imparting training during in-service teacher training programmes. Further, 70.5% upper primary school teachers of all three sampled districts considered “developing training curriculum as a mixed blend of teaching-learning methods and school curriculum” as fourth most important strategy for successful organization of in-service teacher training programmes. Fifth most important strategy for successful organization of prospective in-service teacher training programmes was identified as “evaluation of in-service training programmes at their completion” by 59.25% of all sampled upper primary school teachers.

## **CONCLUSION**

The most important strategies for successful organization of in-service teacher training programmes as reported by upper primary school teachers of district Mandi were; (i) specific need-based syllabus of training programmes should be developed as per needs of school teachers (78%), (ii) training needs of participants should be assessed (76%), (iii) curriculum

of training programmes should be a mixed blend of various teaching-learning methods and school curriculum (70%), (iv) teacher/participant-centered approach should be followed for imparting training (62%) and, (v) highly qualified and motivated teacher educators should be engaged as RPs (48.66%). In the similar manner, most important strategies for successful organization of training programmes as suggested by upper primary school teachers of Bilaspur district included; (i) highly qualified teacher educators should be engaged as RPs (85.6%), (ii) curriculum of training programmes should be a mixed blend of various teaching-learning methods and school curriculum (84%), (iii) training needs of participant teachers should be assessed beforehand (77.6%), (iv) evaluation of training programmes should be done at their completion (61.6%) and, (v) specific need-based syllabus of training programmes should be developed as per needs of school teachers (57.6%). The most important strategies for successful organization of in-service teacher training programmes as perceived by upper primary school teachers of district Kullu included; (i) training needs of participants should be assessed (97.6%), (ii) highly qualified and motivated teacher educators should be engaged as RPs (84%), (iii) evaluation of training programmes should be done at their completion (80%), (iv) specific need-based syllabus of training programmes should be developed as per needs of school teachers (77.6%), (v) curriculum of training programmes should be a mixed blend of various teaching-learning methods and school curriculum (57.6%). On the whole, it may be concluded that the most important strategy for successful organization of in-service teacher training programmes was “assessing training needs of participant teachers before organization of in-service teacher training programmes” as identified by 83.25% of all sampled upper primary school teachers. “Developing specific need-based syllabus of training programmes as per needs of school teachers” was marked as second most important successful strategy by 71.50% upper primary school teachers. Further, 71.25% upper primary school teachers were of the opinion that highly qualified, skilled and motivated teacher educators should be engaged as resource persons for imparting training during in-service teacher training programmes. Further, 70.5% upper primary school teachers of all three sampled districts considered “developing training curriculum as a mixed blend of teaching-learning methods and school curriculum” as fourth most important strategy for successful organization of in-service teacher training programmes. Fifth most important strategy for successful organization of prospective in-service teacher training programmes

was identified as “evaluation of in-service training programmes at their completion” by 59.25% of all sampled upper primary school teachers.

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