

Impact of in-Service Teacher Training Programmes On Classroom Transaction At Elementary School Level

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Abstract

The education system in vogue in a country reflects the ethos, aspirations and expectations of a particular society. As aspirations and expectations of each generation vary with time, constant review of curriculum and evaluation system becomes an essential exercise. Quality school education requires teachers of quality. The world that teachers are preparing children to enter is changing rapidly and the teaching skills required need to evolve likewise. Its centrality in the Sarva Shiksha Aviyan (SSA) during the current decade is a testimony to official commitment. Every teacher is to be provided 20 days training; 10 days block training followed by 10 days follow on training in monthly meetings in cluster resource centers (CRCs). Thus, in-service teacher education is an essential process by which teachers (like other professionals) keep themselves up to date. Teacher training was one of the important components of SSA for achieving the goal of UEE.

Sarva Shiksha Abhiyan aims to provide quality education to all children in the 6-14 years age group across the nation. Several features of SSA seek to improve the quality of elementary education. These essentially pertain to ensuring basic provision to enable improvement in the quality of classroom transactions. It also enhances large scale capacity building of states for undertaking & evaluating interventions for quality enhancement. And also it focuses on assessment of learning differences in children and modifies the method of teaching accordingly.

It removes any deficiencies in knowledge of subject content & also enrichment thereof. It recognizes and master the use of teaching aids like computers & interest including powder point presentation to make the teaching learning process more likely & useful. It incorporates a constructive approach to the teaching learning process as per concerns of the National curriculum framework 2005.

Keywords: Sarva Shiksha Aviyan, Quality Teacher, Cluster Resource Centre, Training, Universalization of Elementary Education.

Introduction

“Education Aims at making children capable of becoming active, responsible, productive, and caring members of society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally education is supposed to encourage the students to analyze and evaluate their experiences, to doubt, to question, to investigate- in other words, to be inquisitive and to think independently.” Education plays a key role in the development of a nation. Evaluation is a very important component of the education system. It can make or destroy the purpose of education. Evaluation has remained a major irritant in the entire system of educational growth and development. It is the issue discussed widely but which could not be given a proper shape to solve the problems. In this connection changes should be brought out in the evaluation system as per all policy documents pertaining to Indian education.

Concept of (SSA) Sarvasikhya Aviyan

In order to improve the standard of primary education the Govt. of India has taken many steps in the field of education from time to time. Introduction of SarvaSikshaAviyan is the greatest Programme among them. It came into force in 1996 being conducted by the Ministry of Human Resources Department. It seeks to achieve the goal of universal primary education in India. It attempts to provide quality education to all.

Objective of the Study

1. All children in school education guarantee center, alternate school, back to school camp by 2003..



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2. All children must complete five years of primary schooling.
3. All children should complete eight year of elementary schooling 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and special category gaps at primary stage as well as elementary education level.
6. Universal retention at elementary level.

Sarva Siksha Aviyan, a flagship programme of the government of India for the promotion of Universalization of elementary education has several features that seek to improve the quality of elementary education. The physical spaces of school can be transformed into learning spaces only if certain basic provisioning is ensured. This provision includes inter alia, an adequate number of teachers in schools, grant facilities development of teaching learning material to aid classroom instruction, facilities for training of teachers, structures to provide regular one side academic support, textbooks for children from special focus groups etc.

Right to Education Act (Rte 2009)

The history parliament Act (RTE 2009) got the assent of the president of India on 26th August 2009. The basic aim of this act is to provide free and compulsory education to all children of 6-14 years. It is called "Right of Children to free and compulsory education Act 2009". The Act makes education fundamental Rights of every child between the age of 6 to 14 and specifies minimum norms in elementary school. It provides that no child shall be held back, expelled or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school dropouts to bring them up to par with students of the same age.

RTE 2009 has laid down several essentials for quality education at the elementary school level. Student teacher ratio be 30:01 & 35:01 for primary & upper primary school respectively. The school environment should be educative, attractive & child friendly & is a punishment free zone and imparted value-based education. Out of these, one essential is the right of a child to have qualified & regularly update teachers.

Importance of Inservice Teacher Training

Teacher development in the form of in-service teacher training programme is one of the thrust areas of SSA to ensure quality of elementary education. Such training is an important input to enable teachers to transact unwillingly through a participatory and student centered approach. In-service teachers training programme in general have been developed in every state with active involvement of SCERTS & implemented at District or Block level with the support of DIETS, BRCs, CRCs & NGOs.

The destiny of a country is shaped in its classroom. Teacher plays a pivotal role in this activity. Therefore, they must keep abreast of the latest method of curriculum transaction in calls. Accordingly teachers training during service are required for the following reason:-

1. To keep abreast with the latest happenings in the recent past.
2. To help teachers recognize the individual difference in children & modify the method of teaching accordingly.
3. To improve any deficiencies in knowledge of subject content & also enrichment thereof.
4. To recognize & master the use of teaching aids like computers & interest including PowerPoint presentation to make the teaching learning process livelier & more useful.
5. To incorporate constructivist approach in teaching learning process as per concerns of National curriculum framework 2005.

Progress of Teacher Training Under SSA.

The Sarva Shiksha Aviyan aims to provide quality education to all children in the 6 to 14 age group across the nation. SSA has several features that seek to improve the quality of elementary education. These essentially pertain to ensuring basic provisions to enable improvement in the quality of classroom transactions. It also enhances large scale capacity building of states, for undertaking & evaluating interventions for quality enhancement and also it focuses on assessment of learning outcomes & their improvement as key indicators of the quality of learning.

The programme places greater emphasis on building the capacity of teachers for regular training programmes. The scheme provides for regular annual in-services training

days per teacher. The SSA framework gives more emphasis to practical classroom training by providing for a maximum of 10 days institutional training at BRCs level and specifically at cluster level in order to ensure follow up, peer learning & experience transactions.

SSA also provides for 30 days induction training for newly recruited trained teachers to orient them to their roles & responsibility and specified priorities in quality education.

All training funded from SSA covers several pedagogical issues, including content and methodology, improving teaching learning transactions at classroom level. These include use of distance, self learning mode & use of educational technology, child centre pedagogy, and activity based teaching learning.

Need of The Study

In-service training programme are organized every year. The impact of such programmes on teaching learning process in classroom need for a national level study to assess the impact of in-service training programmes has been arisen in view of so much of attention given to teacher training under SSA. It is therefore important to find out how this training is helping in development of teachers skills in transacting curriculum (Motivating students). It results in improving quality of education, better student comprehension & as adoption of effective classroom process would lead to better performance in school achievement.

Training is an important input for quality education. Adequate training equips teachers with different skills such as the skill of using aids for classroom transactions, skill such as the skill of using aids for classroom transactions, skills of questioning, skill of explaining, Skill of demonstration, Skill of reinforcement etc. Therefore emphasis must be given on training aspects.

The present study primarily aims at assessing the content & impact of such training programmes on classroom transaction by teachers & the impact of the same on student's performance the study is specifically focused on teacher training programmes of the year 2011-12 in the Subarnapur District. Especially in Tarva Block Sonepur Municipal area. It will specifically examine how the recent training has affected teachers, understanding of matters covered in their training modules, and how they are transacting it in the classroom situation. How the follow up is being implemented as envisaged in the training module & what are their impacts on classroom transactions.

In view of this investigation decided to take a study on the impact of in-service teacher training programmes in classroom transactions at elementary school level in Subarnapur District.

Statement of the Problems

"Impact of In-Service Teacher Training Programmes on Classroom Transaction At Elementary School Level."

Objectives of the Study

The following are the objectives formulated for the present study.

1. To study the usefulness of SSA teachers training programme for elementary school teachers.
2. To study the impact of the SSA teacher training programme on classroom transactions.
3. To identify the training needs of the elementary school teachers.

Operational Definitions of the Term Used

Impact, in service Training & Class room transaction are the keywords used in the study. The operational definitions of the phrase terms are given below.

Teachers

A regular teacher working in primary & upper primary schools deputed for the block training in 2011-12 are taken into consideration.

Impact	<p>Impact is the measure of tangible and intangible effects (consequences) of one activity or an entity's action or influence upon another.</p> <p>Here the immediate impact of in-service training is the teacher who received in-service teacher training. Tangible effect is in terms of learning by the teachers as measured by achievement tests. The other tangible effect is assessed through the perception of teachers about different aspects of the training. Another variable representing tangible effect of training is its use in classroom practice as assessed through classroom observation.</p>
In service Education of teachers	<p>SSA framework (2008) provides guidelines for in-service training based on NCF 2005. Three types of: SSA training have been envisaged. There is provision for 60 days training for untrained teachers, 30 day induction training & 20 day training for all teachers every year. The 20 days training is to be split into 10 days of block training & 10 days in the form of monthly meetings at the cluster resources Centre. This study covers only 20 days of training.</p>
Classroom transaction	<p>Basically curriculum is transacted in the classroom through a variety of activities carried out by teachers and students individually or in groups. What activities are organized, who organizes them & how? What media & material are used? Classroom interaction transaction in the study refers to interaction between teachers and students and students in the classroom. The complete set of these comprises classroom transactions.</p>
Limitation of the Study	<p>The present study is delimited in the following manner.</p> <ol style="list-style-type: none"> 1. This study will be delimited to teachers training programmes conducted by District Project Officer, Subarnapur for elementary school teachers. 2. This study is delimited to teachers who have undergone training at least on two subjects.
Review of Related Literature Over view of studies.	<p>Dr.V.M .Palanvappan conducted a study on the effectiveness of in-service training programmes to teachers on the achievement of students at Primary level in Coimbatore district. The purpose of the study is to mark out the effectiveness of in-service training programmes to teachers on the basis of the types of management and on the achievement of students. The study reveals that teachers attending in service training with follow-up activities significantly improve the achievement of their students, that teachers attending in-service training without follow-up activities. It also reveals that the behavior of their children has positively changed towards better learning.</p> <p>Dr. Bhupendra Sharma (SIEMAT Faculty) conduct a study on in-service teacher training programme under SSA in Sunni Education block in Himachal Pradesh; In this study he found that</p> <ol style="list-style-type: none"> 1. The training component has been judged useful for teachers to large extent in the areas of; use of Teaching Learning Material (TLM) in classroom situations, activity based teaching & child centered approach followed by subject enrichment. 2. Training material was made available to 98% trainees & when the training programmes were organized. 3. In the sampled schools 61% teachers teaching were found male & 39% female. 4. Majority of the teachers serving at primary level in the selected schools are not possessing higher academic qualifications. However, 94% possess the desired professional educational qualification. <p>S.Srivastava conducted a study on Growth & organization of inservice programme in Kerala and its impact on secondary schools. In this study he found that.</p> <ol style="list-style-type: none"> 1. There is periodical modification in the module for imparting training at BRC Level. 2. Majority of the teachers serving at secondary level in the selected schools are not possessing higher academic qualifications. However 96% possess the desired professional education. 3. 80% of teachers have improved & developed competency to perform functions effectively at the school level through assessment of their own deficiencies & by seeking information & resource support from different educational institutions & others sources.

Mrs. R. M. Baruah (2019) conducted a study on Effectiveness of Teachers Training Programme at Elementary Stage: A Case Study on Teachers of Tinsukia District. The major finding of the study were;

1. Many resource persons used mainly lecture methods while communicating with trainees instead of demonstration technique and dictating of notes.
2. Non-interest to use the teaching aids in the classroom. The time period of training was not sufficient.
3. Dissatisfied with the syllabus or curriculum of the teacher training programme.
4. The Syllabus of D.El.Ed was not comfortable and appropriate because that was more theoretical in nature, so that student teachers give more time to theory papers and a very less time to teaching practice and other practical activities.
5. Some trainees pay little attention during the course due to compulsion they attend the training.

Design of the Study Method

The investigator selected the descriptive survey method as per the requirement of the present study.

Population

All the elementary teachers of Subarnapur District comprise the population of the present study.

Samples

The present study concerned the elementary teachers of Subarnapur district undergone at least two training; purposive sampling was employed in order to select the sample. Thus, a group of 130 elementary teachers will be taken as sample out of 130, 50 elementary teachers from Sonapur block and 70 teachers from Tarva blocks will be taken as sample for collecting information regarding effectiveness of in-service teacher training programme in classroom transaction.

Tools Used

For the present study the researcher has used the questionnaires and observation schedule as the tools for collection of data. The questionnaire meant for elementary teacher is self-made

Collection of Data

The researcher had gone personally to the different schools of Tarva block and Sonapur Municipality area in order to collect the data. The investigator individually observes and records the lesson taught by each teacher. The investigator also requested them to extend their full cooperation to fill up the questionnaire as per the instruction.

Statistical Techniques Used

Simple percentage calculation was employed to analyze the data and interpreted accordingly.

Analysis and Interpretation

Analysis & interpretation of data help future researchers to attach the related problem with appropriate statistical technique to avoid unnecessary labour.

In this chapter all the data from the sample were classified and tabulated primarily in two phases.

1. Analysis of data on questionnaire for teacher
2. Classroom observation schedule for investigator.

Table-1 Training Programme Attend by Teacher

Sl.No	Name of Training	No. of Teacher attended
1.	RTE	44 (34%)
2	NCF	25 (19%)
3	Math	28 (21.5%)
4	Science	16 (12%)
5	English	29 (22%)
6	Geography	14(14%)

7	History	8 (06%)
8	Samanmaya	57 (44%)
9	Odia	16 (12%)
10	TBT/CWSN	34 (26%)

The above table shows that out of 130 No. of teachers, maximum teachers (57) have got samansmaya training and least teachers (8) have got history training. About 19% teachers have got the NCF Training, 21.5% Mathematics training, 12% science training, 22% English training, 11% geography training, 72% Odia training and 26% have got CWSN/TBT training.

Table-2 Effects of Training Programme

SI.No	Items	Responds	
		Yes	No
1.	Training programme received teacher useful	(96%) 125	05 (4%)
2.	Training make comfortable in classroom transaction	125 (96%)	05 (04%)
3.	Able to look after students properly after getting the training programme	118 (91%)	12 (9%)
4	Schedule of Training programme do not hamper the academic activities of school	110 (84.5%)	20 (15.5%)
5.	Training programme is essential for professional develop of teachers	130 (100%)	0

The above table reveals that out of 130 nos. of respondents, 125 No. of teachers (96%) agreed that the training programmes received by them are useful & they feel comfortable in classroom transactions due to attending the training programme. But 05 No. of respondents (4%)disagreed with the above matters. About 91% teachers view that they were able to look after students properly after getting the training programme whereas 9% teachers disagree with that.

Again cent percent teachers view that training programmes are essential for professional development of teachers. 84.5% teachers say that the schedule of the training programme does not hamper the academic activities whereas 15.5% teachers says that training programme effects on academic activities of school.

Table-3 Usefulness of Training Programme

SI.No	Reasons	Total No. respondent & their percentage
1	For Classroom management	105 (84%)
2	Enriching knowledge	95 (76%)
3	Student achievement	63 (50.4%)
4	Professional development	125 (100%)
5	Any other	87 (69.6%)

From the above table it reflects that 84% teachers view that training programmes are useful for classroom management. 76% of teachers suggested enriching knowledge. 50.4% of teachers suggested student achievement. Cent percent teachers suggested that the training programme is useful for professional development teachers.

Table-4 positive
Effect of Schedule
of Training
Programme in
Academic
Activities of
Schools.

Sl.No	Reasons of effects	Total No. of responds & their Percentage
1.	Technical adjustment of class during training period	120 (96%)
2.	Deputation of teachers to the single teacher school during training period	100 (80%)
3.	Rotation policy followed in imparting training	96 (77%)
4.	Collaborative & coordination in staff for effective management of classroom activities.	88(70.4%)
5	School should not close during the training period.	125 (100%)

From the above tables it is revealed that 125 teachers expressed their views regarding the schedule of the training programme. They viewed that the training programme does not hamper academic activities of school. Because the appropriate policy is to be adopted. Out of 125 teachers 96% of them suggest that there is technical adjustment of class. Again 80% teachers expressed that deputation policy was adapted to the single teacher school from nearby schools. 77% teachers said that rotation policy was followed for imparting training to all teachers of a school. Cent percent viewed that school should not be closed during the training period in any means.

Table-5 Negative
Effects of Training
Schedule

Sl.No	Reasons of effects
1.	Shortage of staff increase the extra burden
2.	Frequent calls for Training hamper academic activities.
3.	Multigrade teaching is not possible in the schools where the number of students is more.

But 05 teachers argue that the training schedule hampers academic activities. They suggested the following reasons.

1. Shortage of Staff increases the extra burden.
2. Frequent call for training.
3. Multigrade teaching is not possible in the schools where the number of students is more.

Table-6 Need of
Training for
classroom
management

Sl.No	Name of Training	No. of Teacher attended
1.	RTE	42 (32.3%)
2	NCF	54 (41.5%)
3	Math	16(12.3%)
4	English	16 (12.3%)
5	Geography	22(17.0%)
6	History	20(15%)
7	Samanmaya	2(.014%)
8	Samarthya	17(13%)

9	Odia	18(13.85%)
10	Inclusive Edn. /TBT	12(9.2%)

From the above table it was reflected that the teacher needed NCF training for proper handling of classroom teaching. Least number of teachers expressed the requirement of Samanmaya training for classroom management. Approximately equal number of teachers expressed their views for the need for math, English, Odia, & Samarthya training. 42 teachers viewed that RTE training was required for them for classroom teaching.

Table-7 Training Programme Increase the teacher performance

Sl.No	Total No. of Respondent	Skills	No. of Respondent
1	128	Skill of introducing lesson	128
2	128	Use of proper TLM	120
3	128	Preparing Activity based TLM	120
4	128	Using technical Idea	115
5	128	Development of teaching skills	128
6	128	Preparing concept based TLM	120
7	128	Making activity bank	115
8	128	Use of activity method	90
9	128	Preparation of Action plan for teaching	128
10	128	Skill of Questioning	100

From the above table it reflected that the teachers developed their skills of introducing lessons in the classroom. 120 No. of teachers used proper TLM, preparing activity based TLM and concept based TLM due to training programme. Cent percent teacher agreed that the teaching skills developed. They were able to prepare the action plan to teach in the class.

Findings of the study

After analyzing & interpreting the data the investigator found the various important findings which are mentioned below.

1. About 44% of teachers attend the samanmaya training and 06% teachers only get the History training.
2. Around 96% of teachers opined that the training programme received by teachers is useful & it makes classroom transactions comfortable.
3. About 84.5% of teachers opined that the schedule of the training programme did not hamper the academic activities of school.
4. Cent percent teachers viewed that training programme is essential for professional development of teachers.
5. Around 97% of teachers opined that the topic of the training programme was prepared taking into consideration the needs of the teacher. Majority of (95%) teachers opined that; opportunities were provided to teachers for free & frank discussion.
6. Around 90% of teachers opined that the training programme was designed taking into consideration the practical need of the teacher.
7. Around 41.5% teachers opined that they need to be trained in NCF training & 32.3% teachers need to be trained in RTE Training for proper classroom management.

8. Around 98.46% of teachers opined that the training programme increased teacher performance. These skills were introducing lesson, Skill of using technical idea, making activity bank, skills of questioning, preparing activity based and concept based TLM

Suggestions for Further Research

In the light of present study, further research can be conducted in the following aspects.

1. It can be conducted training taking more blocks.
2. It can be conducted taking different aspects of the training programme conducted by SSA in Odisha.

Educational Implications

The SSA (Sarva Shiksha Abhiyan) training programmes have the following educational implications.

1. It helps the teachers to understand Child's psychological, social, physical and emotional needs.
2. It helps the teachers to develop teaching skills.
3. It helps the teachers to prepare teaching learning materials.
4. It helps mothers to understand the importance of girls' education & motivates the mothers to send their girls to school.
5. It helps the VEC (Village Education Committee) members to develop knowledge on how to improve primary schools in quantitative & qualitative aspects.
6. It helps the teachers to understand the special needs of children & how to provide them integrated education.

Conclusion

In-service Teacher training is much more important than the pre-service as far as teaching learning process is concerned. Though the in-service training teachers keep touch with the existing problems in the field and latest development, the new technique of teachings. So more and more in-service training should be provided to primary school teachers as the primary school stage is the foundation stage of learning. More & more teachers should participate in the training programme. As a result of which the motto of SarvaSikshya Abhiyan and UEE would be successful.

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