

In-Service Teacher Training - An Integral Part of Samagra Shiksha Manipur

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Abstract: This article provides a perspective on the concept of In-service teachers training and its concept being highlighted in the Educational Commissions and National Policies. This is followed by a descriptive research of in-service teachers training under the centrally sponsored scheme of secondary education (initially Rashtriya Madhyamik Shiksha Abiyaan and now coming under Samagra Shiksha). This descriptive research particularly over the past five years (three years under RMSA and two years under Samagra Shiksha) highlights the need and importance of providing in-service teachers training to the secondary teachers in order to ensure that quality of education is brought about. The study revealed some eye-opening facts: need to incentivize the hours spent in in-service teachers training by secondary teachers for professional growth, need for teachers to apply the knowledge received in the training to the classrooms where the real interaction and learning space will be shared with the students and a follow-up of the training programmes.

Keywords: In-service teacher training, Samagra Shiksha.

1. Introduction

Academics dictionary of education described in-service training of teachers as those job related instruction and educational experiences which are available to the employees. The training given includes activities designed to improve the knowledge and skills of employees and the quality of services, especially the instructional practices. Thus, in-service training is directed at those individuals who are basically qualified and employed by school systems. In-service teacher training makes the teacher feel enriched with new additions of ideas, concepts and activities. The National Policy on Education 1968 stated the need to impart In-service education to the teachers. NPE 1986 spoke about the need to provide in-service training of teachers and this need arose from several sources such as changing national goals, revision of school curricula, additional inputs in teaching-learning system, inadequate background of teachers, etc. POA 1992 focused on providing orientation of teachers as envisaged in the NPE 1986 and to improve their professional competence.

NCFTE, 2009 encouraged the need to determine the professional needs of the teachers and to provide continuous professional development programme to the teachers. National Policy of Education 2020 (NPE 2020) re-established the fact

that teachers were at the centre of any fundamental reforms of the education system and hence the necessity to empower them and help them perform their job as effectively as possible. Under Continuous Professional Development (CPD) teachers would be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. Samagra Shiksha on the other hand is centrally sponsored scheme of the erstwhile Ministry of Human Resource Development (now Ministry of Education) that strives to make school education a holistic and convergent programme which aimed at providing quality education across the wide spectrum of schools, spanning from pre-school to senior secondary classes in consonance with the mandate of education policies and demands of the society.

This scheme visualise teacher as a facilitator who motivates children to construct their own knowledge besides having awareness of progressive pedagogy. Samagra Shiksha supports in-service teacher training as a core quality intervention under its umbrella. As per programmatic norms all teachers are entitled to attain in-service teacher training annually to improve their knowledge, enhance and sharpen their ideas and most importantly capacitate themselves to be able to motivate and build confidence and inculcate interest in their students.

2. Objectives

The present paper tries to study the in-service teachers' training taken up under the scheme of Samagra Shiksha in Manipur. The trainings which are meant to provide development to the teachers on different topics over a period of five years from 2015-2019 is undertaken to understand the nature of the training and to analyse it to study the enrichment it has provided to the teachers besides their areas of improvement. Therefore, to address the aim of the study, the following objective had been formulated:

1. To study the in-service teacher training conducted under Samagra Shiksha for a period of five years from 2015-2019 and analyse the various trainings conducted during this period. (i.e. three years under RMSA and two years under Samagra Shiksha)

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3. Methods

A descriptive mode of research was used to examine the various in-service teacher trainings conducted under Samagra Shiksha Manipur. Trainings conducted from 2015-2019 had been considered for study. The attendance sheets, registration forms, training modules, time-table and feedback forms had been collected as primary data and which will serve as source of information about the trainings.

4. Findings

In-Service Teachers Training Under the Centrally Sponsored Scheme Rashtriya Madhyamik Shiksha Abhiyan, Manipur.

Teacher's training is an integral part of RMSA and still remains the same when RMSA was later integrated into Samagra Shiksha alongwith Sarva Shiksha Abhiyan and Teacher on May 24, 2018. The main focus of the scheme focuses on improving the quality of education, enhancing the learning outcomes and using technology to empower children and teachers.

In the training at Table.1, Teacher Training on Social Science and English content it was found that the NCERT module was

Table 1
Teacher Training during 2015

Date of Trainings	Venue	Topics	Training provider	No. of teachers trained
30/10/2015 to 8/11/2015	Edusat Hall, DM College Campus	Teaching of English & Social Science	Resource Persons of the State	520
7/12/2015 to 18/12/2015	Conference Hall, RMSA			

Table 2
Teacher Training during 2016

Date of Trainings	Venue	Topics	Training provider	No. of teachers trained
27/1/2016 to 6/2/2016	Conference Hall (RMSA, SSA)	Teaching of Maths & Other topics .	Experts of the State	232
8/2/2016 to 20/2/2016	TG Hr Sec School	Teaching of Maths & Other topics	Experts of the State	224
9/3/2016 to 19/3/2016	TG Hr Sec School	Maths & Other topics	Resource Persons of the State	150
21/3/2016 to 5/4/2016	Conference Hall, RMSA and SSA	Teaching of Meetei Mayek	Resource Persons of the State	280
4/8/2016 & 5/8/2016	SSA Conference Hall	Awareness raising workshop	Edfirst, New Delhi	100
12/9/2016 to 22/9/2016	TG Hr Sec. School	Training Innovative teaching Methods	Royal Society of Chemistry, Bangalore	315
24/10/2016 to 29/10/2016	Lamyamba Shanglen	Quality Assurance in School Education	Experts from DMCTE	202

the basis on which this training was based content-wise. The teachers were informed of the training through district officials working under RMSA.

Furthermore, in order to expose teacher participants to new ideas coming up in the field of education, pedagogy, child psychology and various societal issues on gender sensitization, mob violence, peace education human rights, globalization, health (Correctional method of Unwanted behaviour in child, Defiant Child and its coping strategies), Yoga and Naturopathy for lifestyle management, Homeopathy were also included besides the training given on their specific subject content. It was found that these social issues along with psychological aspects had been included keeping into consideration the fact that specific subject content if taught repeatedly for 10 days would be so monotonous for teachers. The second batch of training was organized for the graduate teachers in the subjects English and Social Science for teachers working the hill districts of the state. The same topics were covered and the set of Resource persons were also invited to deliver and interact with the participants.

The above table shows that different programmes were conducted during this year which has been documented as under:

1. The same set of training which was given to Social Science teachers and English teachers at Table 1 was continued in this batch of training.
2. Just after completion of the sets of training on different subjects of Science, Social Science, English and Maths, a training programme on Meetei Mayek (script of the state) was taken up. Teachers were taught to learn to write the script during the training and at the end were evaluated in the form of a test where the teachers were assessed.
3. A 2-day training programme for 100 teachers including head teachers were imparted on 'Effective Pedagogical and Assessment practices' at the conference Hall of SSA by resource persons from Edfirst, Delhi. Another training programme for science teachers on Innovative teaching Methods: The particle nature of matter, Chemical reactions and equations was organized where 315 science graduate teachers of the state. The training was organised in collaboration with Royal Society of Chemistry, Bangalore.
4. 202 teachers who were selected as nodal teachers for were trained on Quality Assurance on Internal Evaluation in School Education (National Programme on School Standards and Evaluation :SHAALA SIDDHI) at Lamyamba Shanglen

In 2017, the teachers' training was organised in selected schools of the district which have rooms or halls that could accommodate teacher-participants from other schools of the district. Resource Persons travelled to all the specified schools of the district. It was found the topics covered in this training was on teaching the different school subjects through everyday experience and from the feedback received from the teachers, some of the participants found it very interesting and new to

them.

Table 4 shows that different trainings on the subjects Maths, Science, Social Science, English, ICT and Special Education was organized.

Table 3
Teacher Training during 2017

Date of Trainings	Venue	Topics	Training provider	No. of teachers trained
27/8/2017 to 31/8/2017	Selected schools at district level	Teaching of school subjects	MU, College & Hr.Sec teachers	610

Table 4
In-Service Teachers Training Under The Centrally Sponsored Scheme Samagra Shiksha , Manipur.

Date of Trainings	Venue	Topics	Training provider	No. of teachers trained
9/8/2018 to 13/8/2018	RMSA Conference Hall	Maths	EDFIRST,NEW DELHI	60
	Khoyathong Hall at ZEO,Zone-1	Science		60
	SSA Conference Hall	Social Science		60
	Directorate Hall	English		60
	SCERT Hall, Lamphel	ICT		60
	Kombirei Hall, DC Imphal West	Special Education		60

Table 5
Teacher Training during 2019

Date of Trainings	Venue	Topics	Training provider	No. of teachers trained
27/5/2019 to 31/5/2019	TG Hr. Sec. School	Question Setting and Evaluation For school Subjects	Experts of BOSEM	430
27/5/2019 to 31/5/2019	RMSA Conference Hall	Training for Vocational teachers	Experts of state	120
27/5/2019 to 4/6/2019	TG Hr. Sec. School	Teaching of Meetei Mayek	Experts of state	200
19/8/2019 to 23/8/2019	TG Hr. Sec. School	School subjects	Edfirst	256

1. Maths, Science, English and Social Science trainings included various activities besides discussions on the origin of the subjects, how each subject has been perceived by people, the various ways it has been taught, the reason why the subjects are being taught, the need and place of these subjects in school curriculum, the pedagogies and approaches in teaching the subject, Bloom’s taxonomy, correlation, etc.
2. Training on ICT included the basic computer skills which included Windows and internet, email basics, Microsoft word, spreadsheet, use of Excel and power

point.

3. The training on Special Education /Inclusive education begins with background knowledge of what is inclusion and how to find out the children with special needs. It further elaborates on the barriers faced by CWSN children and how to overcome it. Sessions on children with physical Challenges, The training ended by giving the participants the much need updates on the policies and schemes for PWD.

In the year 2019, different trainings covering various topics were done.

1. Training on question setting and evaluation for the subjects English, Social Science, Science, Maths. Experts of the state who have had experience in setting of question papers and had long been associated with the state Board were invited as Resource persons. 430 graduate teachers participated in the training programme.
2. *Training for Vocational teachers:* The Vocational teachers were imparted training on various pedagogical sessions besides their specific trades/skills. Experts on Information technology & its related services, Physical Education and Sports, Travel and Tourism, Retail, Telecommunications , Beauty & Wellness. Healthcare and Security.
3. *Training of Meetei Mayek:* The different areas which were covered in the training included Status of Meetei Mayek, Writing of Mapum Mayek, Writing of Lonsum Mayek and use of Indegenous Lonsum Mayek, Writing of Lonsum Mayek and use of exotic Lonsum mayek, Writing of Cheitap Mayek and its use, Writing of Khonthok Mayek, Writing of Khudam mayek and its use, Waahei Saagatpa, Waahei Pareng Saagatpa, Writing of Loan words in Meetei Mayek, Practice of reading and writing the script, Practice of reading and writing the script
4. *Training on English, Science, Social science and Maths:* This training was found to be an activity – based training where worksheets were distributed to the participants and the participants had to finish the activities for the session. The participants found this activity based training very interesting and even voiced their opinion by stating that this training kept them alert and enjoyable for the whole sessions.

Based on the present study the trainings can be analysed and summed up in the following points.

1. Topic-wise, it was found that the trainings conducted from 2015-2017 had included and explored many areas of teaching and learning process. Areas of subject content, assessment, curriculum, understanding students and teaching skills. Various areas of social issues had also been taken up during the trainings conducted from 2018 to 2019, training areas are found to concentrate more in subject content.
2. Participant-wise, it has been found that graduate teachers of the state of all subjects i.e., English, Social Science, Science, Mathematics and Manipuri were

- found to be included. Teachers posted in different districts were found to participate in subject specific trainings which give them a chance to interact amongst themselves and share their views and ideas of their school. Teachers with many years of teaching experience could share their experiences with the younger teachers with lesser experience. Younger teachers also share their technological expertise with the older teachers who were found to be so advanced in that area.
3. Resource persons and experts contacted for the different types of trainings were found to include the expert faculty members of different colleges and university of the state. Retired professors who had years of experience in their field were also included.. Resource persons from outside the state were also found interacting with the teachers thus exploring the teaching and learning process of the state. The teacher-participants were found to enjoy classes taken by these Resource Persons and vice-versa.
 4. Mode of transaction -wise, it has been found that many Resource Persons take classes using power point presentation now-a-days. Sometimes activity based classes do not require power point presentation .Classes were taught bilingually for better interaction though Resource persons from outside the state interact in English with the participants. At the end of the training they also end up learning a few local basic sentences.
 5. Venue-wise, it has been found that for many trainings, a centrally located school, TG Hr Sec School was found to be the venue of many trainings besides the conference hall of the Office. This selection of venue is convenient from the point of view of the teachers since they could reach the venue quite easily either by private or public transportation. In case of training at the districts a centrally located school is also found to be chosen as the venue.
 6. Besides providing the paper notes, pen, file folder along with refreshments during break-time, a travelling allowance was also provided to the participants.
 7. Feedback forms were found to be maintained and suggestions given in these forms were analysed for future trainings.

5. Suggestions

Some of the suggestive areas that need attention are as given below:

1. There is great need to incentivise the hours spent in in-service teachers training by the secondary teachers. It could also be linked to promotion to help teachers appreciate what it can do for them and how they can benefit from it. The areas of professional development of a secondary teacher need to be given more importance. The professional growth of one teacher will result in motivating other teachers to gain the

same.

2. There is also necessity to have a follow-up programme of the trainings conducted since the effectiveness of a training programme can only be measured when the training given to teachers is found to be taken up inside the classrooms.
3. School heads may be contacted to supervise the teachers who received training and monitor if the teachers use the knowledge gained during the training has been put into practice.

6. Conclusion

This descriptive research emphasised that in-service training has a significant role in developing the professional growth of the teachers besides motivating the teachers to carry forward what has been learnt in the training inside their classroom. For a successful and effective training, the content of the trainings should be contemporary, practical and keep into consideration the needs of the teachers. The training should help the participants develop their personality and capacitate them to take on challenges in their school system. On the other hand participants also need to be active and ready to learn new things which will in turn help the training facilitators impart their learning experiences smoothly. The participants are vital as they are the ones who should actively take part in the training programme instead of being passive recipients of the knowledge.

While evaluating a training programme, level of achievement should be considered based on the reflection of the participant's practises in their own classroom situation. The effectiveness of a training programme depends on how far the participants carry what had been learnt in their training into their classroom. So, follow-up which is mostly the most ignored part needs to be definitely incorporated into the training. Since in-service teachers training programme is an intervention of Samagra Shiksha on a yearly basis to bring about quality of education more research need to be taken up on how to improve the training programmes to sustain and bring more holistic approach to the whole programme .

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