

# Management Techniques and Quality of Master Trainers in In-service Training Programme of Elementary Education

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## ABSTRACT

The quality of citizens of a country depends upon the quality of education. The quality of their education depends, more than any other single factor, upon the quality of their teachers. Teacher by means of in-service education revive his theoretical knowledge, refresh his experiences, develops a wider outlook and acquire new information and thus re-orient himself. In the absence of such refreshing opportunity he may relapse into professional illiteracy and fall into the old set of mind. On the basis of the above exigencies, the SSA envisages provisions for trained and committed teacher preparation. In the state of Odisha (India), Samarthya (2011-12) a state-level integrated in-service training package for teachers is being implemented by the School and Mass Education Department for different categories of teachers working in primary, upper primary and secondary level such as in-service teachers, newly recruited teachers, under qualified teachers, head teachers, teachers working at BRC, CRC and Block level. The study was conducted on stakeholders of elementary education such as 421 elementary teachers, 72 Master Trainers and 21 supervisory personnel with the help of questionnaires to assess the quality of programme management. The findings revealed that majority of the teachers, trainers and supervisory personnel (viz: BRC and CRC Coordinators) are satisfied with the management of in-service training programme organized for the teachers from time to time; and the quality of such programmes are at par with national requirements.

**Keywords:** In-Service Training, Elementary Education, Quality Dimensions, Management Techniques and Master Trainers

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The Education Commission (1964-66) in the opening sentences of its report clearly emphasized the importance of teachers. The educational

system cannot run without this vital component. Teacher Education, for capacity building of teachers, occupies prime place in the system in the form of teacher education programme. The entire teacher education programme is divided into two segments: (i) Pre-service Education; (ii) In-service Education. Without pre-service teachers' training there is no base of teacher education and without in-service teachers' training there is no strength and dynamism of teacher education.

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The place of pre-service training is of primary importance and it provides an insight into the profession including psychological, sociological and philosophical principles relating to education where as in-service education enables the teacher to reinforce his faith and making him up-to-date with the current developments in education. The pre-service education however rich in quality and quantity can never be a substitute for continuous in-service education, rather in-service education is much more necessary at present to keep pace with the age of science and technology and the modern dynamic society. In this context, the University Education Commissions, 1948-49, has emphasized the need for in-service education for teachers and made it clear that teacher education is not merely pre-service education provided in the teachers' training institutions but includes both pre-service and in-service teacher education.

Preparation of teacher for the elementary stage of education plays a vital role in universalizing the elementary education. For this, there is provision of pre-service and in-service training programme for elementary teachers. The major dimensions of quality in in-service training programme may be as follows:

- ❑ Programme Management Techniques
- ❑ Quality of Learning Materials/Training Package
- ❑ Quality of Master Trainers/RPs
- ❑ Approaches/ Methods of Transactions of the course/package
- ❑ Infrastructure and availability of Residential Facilities in the centre and
- ❑ Logistic/Drinking Water/Toilet/ Sitting Arrangement
- ❑ Supervision/Monitoring/Follow-up techniques
- ❑ Duration and Frequency of the training programme

- ❑ Evaluation of the training programme
- ❑ Impact of such training in the classroom transactions and students achievements.

Education is an instrument of man making process and teachers are the artists for creating good human being. Thus, the teachers, first of all, should learn this process of man making through an effective teacher education programme. Efficient teachers are the backbone of any nation. It is to be noted that a weak programme of teacher education is a national calamity. Dave (1999) emphasized five performance areas for effective teacher education: (i) performance in classroom (ii) school level performance (iii) performance in out of school activities (iv) performance related to parental contact and co-operation (v) performance related to community contact and co-operation. The in-service education and training programmes attempt precisely so as to enhance the competence of teachers in these areas. Regarding teacher training, NPE (1986) states: "Teacher education is a continuous process, and its pre-service and in-service components are inseparable". Thus, in-service education of teacher at all levels occupies vital place.

#### **Review of Previous Studies and Rationale of the Study**

The research studies reviewed here with reference to the dimensions of quality in-service training programme revealed both strengths and weaknesses of such programmes across the country. Maqsood-ul (2009) conducted an Analytical Study of Human Resource Development through In-service Teachers Training and Development. The main strengths of the study were continuous professional development, willingness of participation, use of audio-visual aids and availability of information

and resources at the centers. The weaknesses analyzed highlighted selection procedure for training, training objectives, follow-up plans, contradictions of assessment and perceptions at different levels. Dutta (2000) conducted a study on the topic: "A study and comparison of the existing in-service training to teachers in DPEP and non-DPEP districts of Assam with special reference to Darrang & Kamrup districts". The study compared the interventions made by DPEP and Non-DPEP agencies for improving the quality of Teacher education through TTIs under DPEP and Non-DPEP districts. Various efforts and steps at different levels have reported to be made together to improve the quality of primary education and development of teaching proficiency of teachers for effective classroom transaction. Chacko (2000) investigated about the quality of in-service training imparted by Educational Technology faculty of DIETs in Kerala about the availability and utilization of educational media. ET faculties of eight DIETs and 400 primary school teachers who attended in-service training programme participated in the survey. The study reported that the in-service training programmes on operating technological equipments were far below the expected level. The study suggested improving the quality of in-service training programmes on Educational Technology for primary teachers. Yigit (2008) conducted a study on perception of teachers and evaluation of effectiveness of an in-service training (INSET) course about the use of instructional technologies and material development; applied a semi structured pre-questionnaire to the teachers. After the data analysis it was found that there was difference between the pre-course expectations and post course views of the teachers. At the same time

they showed the positive attitude towards the use of instructional technologies and believed that these technologies had tremendous positive impact in enhancing on pupil's learning. The study revealed that there was positive perception of the teachers towards the in-service training programme. Chauhan *et al.* (2009) conducted a study on the topic: "In-Service Teacher Training Programme under SSA in Sunni Educational Block of District Shimla: An Evaluative Study". The study aimed to assess the quality of training organized and its implementation in real classroom situation. It was revealed from the study that the training component has been judged useful for teachers to a large extent in the areas of: use of Teaching Learning Material (TLM) in classroom situation, activity based teaching and child centered approach followed by subject enrichment.

The Master Trainers stressed mainly on lecture-cum-discussion approach while communicating with the trainees instead of demonstration techniques, which were rarely used during the training programmes. Usefulness of resource material in the actual classroom situation was not as effective as it should have been. Pillai (1992); Butala (1987); Agarwal and Kamalesrao (1997); Prahallada (2003); and Vijayakumar (2005) have conducted different studies on the quality of in-service teacher training programme with regard to various dimensions of quality.

In-service training programmes are frequently organized in the state of Odisha under Sarva Shiksha Abhiyan. Apart from a few sporadic state level studies not many studies have been conducted to assess the quality of in-services training programme for elementary teaches and the impact of such programmes on teaching-

learning process. Realizing the fact that quality management is at the heart of a successful in-service training programme. The present study was designed to study the perceptions of the three main types of stakeholders, viz, teachers, Master Trainers (teacher-trainers) and supervisory personnel (viz, BRC and CRC coordinators), about different aspects of management and quality of Master Trainers of such programme in the state of Odisha.

### **Objectives of the Study**

The objectives of the study are as follows:

1. To study the perceptions of the elementary school teachers (trainees) of Odisha about the management of in-service training programme organized for them from time to time.
2. To study the perceptions of the Master Trainers (trainers) about the management of in-service training programme organized for elementary school teachers of Odisha from time to time.
3. To study the perceptions of the supervisory personnel (SSA functionaries e.g., BRC, CRC coordinators) about the management of in-service training programme organized for elementary school teachers of Odisha from time to time
4. To study the problems, if any, associated with management of in-service training programme organized for elementary school teachers of Odisha from time to time.

### **Research Questions**

The research questions corresponding to the objectives of the study are as follows:

1. What do the elementary school teachers (trainees) perceive about the management of in-service training programme organized for them from time to time pertaining to programme management and quality of Master Trainers?

2. What do the Master Trainers (trainers) perceive about the management of in-service training programme organized for elementary school teachers from time to time pertaining to programme management and their self appraisal?
3. What do the supervisory personnel (e.g. SSA functionaries, BRC, CRC Coordinators) perceive about the management of in-service training programme organized for elementary school teachers from time to time pertaining to programme management and quality of Master Trainers?

### **Methodology of the Study**

#### ***Design of the Study***

The study adopted survey method of descriptive research. The main purpose of the study was to assess the quality of in-service training programme for elementary school teachers of Odisha. Hence, the study was to explore the perceptions of the stakeholders of elementary education about the quality of in-service training programme organized for elementary school teachers with reference to management techniques and quality of master trainers of such programme in the state of Odisha, India.

#### ***Sample of the Study***

The sample for the study comprised the key informants, viz. Elementary School Teachers, who underwent the in-service training; and Master-trainers (Resource Persons) and Supervisors viz, Block Resource Centre Coordinators (hereafter BRC) and Cluster Resource Centre Coordinators (hereafter CRCC). Elementary School Teachers were 420 in number (N=420) spread over 21 Cluster Resource Centres (hereafter CRCs) of Odisha. The CRCs were selected from 06 Block Resource Centres (hereafter BRCs) spread over 03 districts (Ganjam, Puri and Sundergarh) of the state through random sampling technique. The Master Trainers were of 72 in number (N=72) and SSA Functionaries (Supervisory Personnel) were 21 in number (N=21) selected through incidental sampling technique.

**Tools used for Data collection**

Three researcher-developed tools such as Questionnaire for Elementary School Teachers (QEST), Questionnaire for Master Trainers (QMT) and Questionnaire for SSA functionaries (QSSAF) were used for the collection of data. All the tools were need based pertaining to in-service training programme.

**The Results**

The data collected through the above three questionnaires were analyzed with the help of simple quantitative techniques of percentage and qualitative techniques of thick description. The results pertaining to perception of the respondents about the management of in-service teacher education programme is presented as follows:

**Perception of Teachers (Trainees)**

**Perception of Teachers (trainees) on Programme Management**

The data collected from teachers about the difficulty they face in connection with getting notice or intimation regarding the training programme, communication facility for attending the same were analyzed with the help of quantitative techniques as well as qualitative techniques of thick description as follows:

10.95% of the trainees reported to receive intimation just before the organization of such programme. As high as 92.38% of the trainees were of favourable opinion about the reasonability of distance between training centre (BRC & CRC) and their school. The communication facility between training centre and their school as reported by 89.76% of the trainees was reasonable. The rest 10.23% of the trainees face problem to reach at the training centres and suggested for organization of training in nearby schools or training centres. As regards adequacy of conveyance allowance the teachers received for attending training programmes, about half of the respondent (51.20%) were satisfied. Thus, the data revealed a mixed response on this aspect. The trainees who were not satisfied with the allowance paid to them (48.80%) suggested that the actual travelling allowance should be provided as the training programmes were not residential in nature. They further suggested that the teachers coming from far off schools should be provided accommodation during the training period.

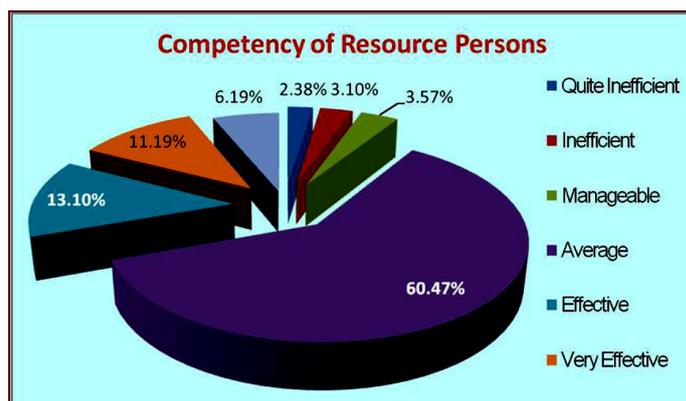
**Perception of Teachers (Trainees) on Quality of Master Trainers**

The perception of teachers (trainees) about the quality of Master Trainers or master trainers of the in-service training programme was analyzed and presented below:

**Table 1: Perception of Teachers (trainees) on Management of In-service Training Programme (N=420)**

Dimensions of Perception	Percentage of Trainees (percent is given in parentheses)	
	Yes	No
Intimation about training programme sufficiently ahead	374 (89.04)	46 (10.95)
Reasonable distance between training centre and school	388(92.38)	32(7.62)
Proper communication facilities between training centre and school	377(89.76)	43(10.23)
Adequacy of conveyance allowance	215(51.20)	205(48.80)

The results of table 1 show that 89.04% of the trainees were of opinion that they received intimation sufficiently ahead of organization of programme. Only



**Fig. 1:** Competency of Master Trainers/Resource Persons as perceived by Teachers

(Source: Research Data)

The table 2 and fig. 1 revealed the perception of trainees about the quality of Master Trainers in the way of

**Table 2: Teachers' (Trainees) perception on Competency of Master Trainers (Trainers)**

Dimension	Percentage of Rating by Trainees about RPs (percent is given in parentheses)						
	Quite Inefficient	Inefficient	Manageable	Average	Effective	Very Effective	Excellent
Competency of Master Trainers (Trainers)	10 (2.38)	13 (3.10)	15 (3.57)	254 (60.47)	55 (13.10)	47 (11.19)	26 (6.19)

ratings on competency. Majority of teachers (trainees) (60.47%) perceived that the Master Trainers were having average competency, 13.10% of trainees perceived the competency of RPs as effective; 11.19 % perceived as very effective and only 6.19% perceived the competency of RPs as excellent. The analysis showed that the RPs selected for imparting training to teachers (trainees) were of average quality with respect to competency in knowledge, skills and managing the classroom situation during the training.

**Perception of Master Trainers (Trainers)**

**Perception of Master Trainers (Trainers) on Programme Management**

The data pertaining to the perception of the Master Trainers (trainers), as collected through a questionnaire on the sub-dimensions related to management of the in-service training programme such as intimation on training, suitability of dates for training, communication facility, were analyzed with the help of both quantitative and qualitative techniques. The results can be seen from table 3 followed by qualitative descriptions:

**Table 3: Master Trainers' perception on programme management (N=72)**

Sub-Dimensions	Percentage of Master Trainers (percent is given in parentheses)	
	Yes	No
Intimation about training programme sufficiently ahead	53 (73.61)	19(26.39)
Suitability of dates for Trainees	65 (90.28)	07 (09.72)
Reasonable distance between training centre and school	55 (76.39)	17(23.61)
Provision of communication facility for reaching training centre	00 (00)	72 (100)

It can be seen from the results of table 3 that 73.61% of the Master Trainers received intimation about organization of in-service training programme sufficiently ahead of time, and the rest 26.39% Master Trainers reported to receive the intimation just before the organization of programme. The suitability of the date for the trainees being an important aspect of organization of programme was agreed to by as high as 90.28% of the RPs. The distance between the training centre and the trainee's school was perceived as reasonable by 76.39% of the RPs. All the RPs (100%) reported that there was no provision of communication facilities for reaching the training centre as the trainees were provided with conveyance allowances for the purpose.

**Qualifications and Training of Master Trainers**

The data were collected on quality of RPs in terms of their academic and professional qualifications; involvement and active participation; performance current; and participation in training programme as RPs earlier. The data were analyzed and presented in the following tables 4.18 to 4.20.

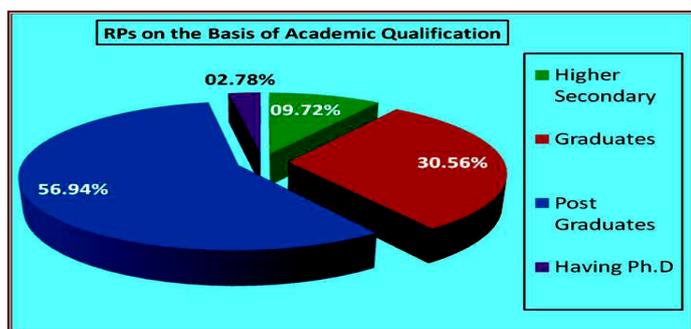
It was revealed from the table 4 that, the highest number 41 (56.94%) of RPs were post graduates, followed by graduates 22 (30.56%), higher secondary 07 (09.72%) and only 02 (02.78%) of RPs were having Ph.D Degrees. Regarding professional training, highest number 52.78% of RPs had B.Ed degree, 30.56 % of RPs had Diploma in Education or CT training, 08.33% were of B.Ed (Elementary) and 08.33% of RPs had M.Ed degrees. It was quite encouraging that RPs had M.Ed degree and approximately 03% of total RPs selected for the study had Ph.D degrees. Such high academic and professional qualification added the value in providing more quality training. The following graphical presentation [Fig.2 &3] of above data shows clear figure of RPs with regard to qualifications.

**Table 4: Number of Master Trainers with regard to Qualifications and Training (N=72)**

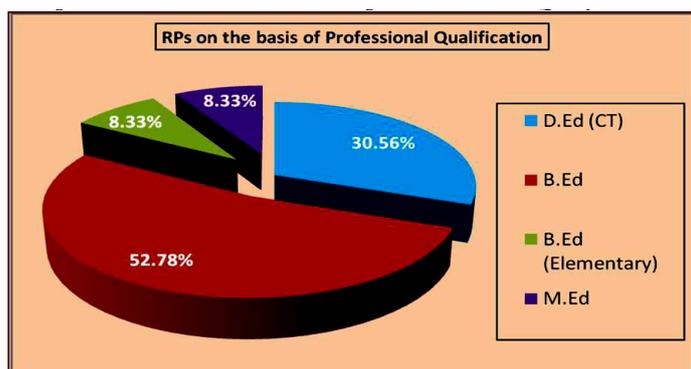
No. of RP according to Academic Qualifications (percent is given in parentheses)				No. of RPs according to Professional Qualifications (percent is given in parentheses)			
Higher Secondary	Graduation	P.G	Ph.D	D.Ed	B.Ed	B.Ed (Elem.)	M.Ed
7	22	41	2	22	38	6	6
(9.72)	(30.56)	(56.94)	(2.78)	(30.56)	(52.78)	(8.33)	(8.33)

**Table 5: Involvement of Master Trainers and active participation of trainees (N=72)**

Aspects	Percentage of RPs		Percentage of Response of RP on active participation of trainees(percent is given in parentheses)		
	Yes	No	Large Extent	Some extent	Not at all
Difficulty faced by RPs	0	72 (100%)	52 (72.22%)	14 (19.44%)	6 (8.33%)



**Fig. 2:** Master Trainers/RPs with regards to Academic Qualifications



**Fig. 3:** RPs with regards to Professional Qualifications

Table 5 showed that RPs did not face any difficulty in classroom transaction while imparting training. As perceived by RPs, maximum numbers of the teachers

(trainees) were participating in the classroom as a result of the good management of classroom by RPs. Majority (72.22%) of RPs perceived that the teachers (trainees) participated in the classroom to a large extent, 19.44% of RPs perceived about the participation of teachers to some extent and it was quite discouraging, as 08.33% RPs perceived about non-participation of teachers during the transaction.

**Table 6: Performance of Master Trainers in earlier training programmes and their experience (N=72)**

Teaching Experience at elementary level(percent is given in parentheses)			No. of times worked as RPs in any in-service training programme(percent is given in parentheses)		
Up to 5	5-10	>10	1-3 times	4-6 times	6-10 times
10	29	33	06	46	20
(13.89)	(40.27)	(45.83)	(8.33)	(63.89)	(27.78)

The participation of teachers largely depended on the efficiency of RPs. The experience of RPs in teaching at elementary level and experience as RPs in maximum number of training programme played a vital role for better transaction of training. The table-6 showed the experience of RPs imparting training. The RPs were categorized into three groups on the basis of their teaching experience at elementary level, in which, 41.27% RPs belonged to experience range of 5-10 years, 45.83% RPs were of more than 10 years and only 13.89

% up to 05 years. Besides, the RPs reported the number for times they worked as trainers in different in-service training programmes in the state. As revealed from the table 6, majority (63.89%) RPs had worked as 4-6 times in the in-service training as trainers, 27.78% had worked 6-10 times and 8.33% had worked 1-3 times. It was encouraging young and academically as well as professionally qualified teachers were selected as RPs even their number might be less. On the other hand, experienced teachers/ headmasters were also selected to work as RPs for the in-service training programme. The participation of teachers' during the training would be more effective, if the RPs could have followed different modes of transaction in classroom.

**Perception of Supervisory Personnel (SSA functionaries)**

**Perception of Supervisory Personnel on Programme Management**

The perception of 21 Supervisory Personnel (SSA functionaries), who constitute the kingpin of the in-service training programme under SSA framework, were collected through a questionnaire prepared for them. The results can be seen from table-3 followed by qualitative descriptions:

**Table 7: Perception of Supervisory Personnel on Management of In-service Training Programme (N=21)**

Sub-Dimensions	Percentage of Supervisory Personnel (percent is given in parentheses)	
	Yes	No
Intimation to trainees about training programme sufficiently ahead	21 (100 %)	00 (00 %)
Suitability of dates for Trainees	17 (80.95%)	04 (19.05%)
Reasonable distance between training centre and school	18 (85.71%)	03 (14.29%)
Provision of communication facility for reaching training centre	00 (00 %)	21 (100 %)

The overall results of table 7 show that the supervisory personnel (viz: BRC and CRC Coordinators) expressed their satisfaction about the management of in-service training programme organized for the teachers from time to time. All the respondents are of opinion that the intimation about the training programme was provided to all the trainees sufficiently ahead of time (100 %); and the trainees were not provided with communication facility for attending the training programme (100 %). The reasons as revealed from the enquiry that the teachers were being provided conveyance allowances for attending the training programme. The suitability of the dates of training programme; and reasonability of distance between training centre and school was perceived to be all right by as high as 80.95% and 85.71% of the Supervisory Personnel respectively.

**Perception of SSA Functionaries/Supervisory personnel about Quality/Efficiency of Recourse Persons**

The perceptions of SSA functionaries/Supervisory Personnel about the quality of Master Trainers were analyzed and presented as follows:

**Table 8: Supervisory Personnel's perception about Selection Criteria for selection of Master Trainers (Trainers) (N=21)**

SL. No.	Criteria	Percentage of SSA Functionaries (percent is given in parentheses)	
		Yes	No
1	Mastery over contents	21 (100)	0
2	High Qualification	10 (47.62)	11 (52.38)
2	Fluency	18 (85.71)	03 (14.29)
3	Classroom Presentation	21 (100)	0

4	Teaching Experience	12 (57.14)	09 (42.86)
5	Effective Classroom Teaching	17 (80.95)	04 (19.05)
6	Influential Personality	06 (28.58)	15 (71.42)
7	Leadership Quality	10 (47.62)	11 (52.38)
8	Written examination/ interview	21 (100)	0

The competency of the RPs was perceived positively by all the SSA functionaries/ Supervisory Personnel of the study as revealed from the table-8. Further, the supervisory personnel or SSA functionaries responded to the item in the questionnaire regarding the criteria followed for selection of RPs. As per the table-8, all the respondents perceived that, RPs were selected on the basis of their mastery over contents. Fluency, teaching experience and effectiveness in classroom teaching were the major criteria for selection of RPs as perceived by majority (85.71%, 57.14% and 80.95% respectively) of SSA functionaries. All the SSA functionaries (100%) perceived that written examination along with interview; classroom presentation and mastery over contents were the major criteria for selection of RPs for in-service training programme. Hence, all the SSA functionaries perceived as RPs were competent enough. But, the teachers (trainees) rated the competency of the RPs in a seven point scale in which, it was observed that the RPs were averagely competent as 60.47% of teachers (trainees).

### Major Findings of the study

Based on the analysis of data collected from the major stakeholders of elementary education, viz. teachers, teacher trainers, and supervisory personnel, pertaining to their perception about management of in-service training programme organized for the elementary school teachers, from time to time, the following major conclusions were derived pertaining to programme management and quality of Master Trainers:

### Findings pertaining to perception of trainees

- ❑ Majority of the trainees (89.04%) are of opinion that they received intimation sufficiently ahead of organization of programme. Only 10.95% of the trainees reported to receive intimation just before the organization of such programme.
- ❑ As high as 92.38% of the trainees are of favourable opinion about the reasonability of distance between training centre (BRC & CRC) and their school.
- ❑ The communication facility between training centre and their school as reported by 89.76% of the trainees was reasonable. The rest 10.23% of the trainees face problem to reach at the training centres and suggested for organization of training in nearby schools or training centres.
- ❑ As regards adequacy of conveyance allowance the teachers received for attending training programmes, about half of the respondent (51.20%) were satisfied. The trainees who were not satisfied with the allowance paid to them (48.80%) suggested that the actual travelling allowance should be provided as the training programmes were not residential in nature. They further suggested that the teachers coming from far off schools should be provided accommodation during the training period.
- ❑ The competency of RPs was perceived and rated trainees in a seven point scale. Majority of teachers (trainees) (60.47%) perceived that the RPs as average competent, 13.10% perceived as effective; 11.19% perceived as very effective and only 6.19% perceived as excellent.
- ❑ On the other hand, 3.57% of trainees perceived the RPs as manageable, 3.10% perceived as inefficient and rest 2.38% perceived them as quite inefficient.
- ❑ The analysis showed that the RPs selected for imparting training to teachers (trainees) were of average quality with respect to competency in knowledge, skills and managing the classroom situation during the training.

### **Findings pertaining to perception of Master Trainers (Trainers)**

- ❑ As high as 73.61% of the Master Trainers reported to received intimation about organization of in-service training programme sufficiently ahead of time, and the rest 26.39% Master Trainers reported to receive the intimation just before the organization of programme.
- ❑ The suitability of the date for the trainees was agreed to by as high as 90.28% of the RPs.
- ❑ The distance between the training centre and the trainees' school was perceived as reasonable by 76.39% of the RPs.
- ❑ All the RPs (100%) reported that there was no provision of communication facilities for reaching the training centre as the trainees were provided with conveyance allowances for the purpose.
- ❑ The Master Trainers were having different academic and professional qualifications.
- ❑ As revealed from the study, 56.94% of RPs were having post graduation, 30.56 % were having graduation, 9.72% of higher secondary (intermediate) and only 02.78% of RPs were having Ph.D Degrees.
- ❑ As high as 52.78% of RPs possessed B.Ed degree, 30.56 % of RPs possessed Diploma in Education or CT training, 08.33% were of B.Ed (Elementary) and 08.33% of RPs had M.Ed degrees as professional qualifications.
- ❑ Majority (72.22%) of RPs perceived that the teachers (trainees) participated in the classroom to a large extent, 19.44% of RPs perceived about the participation of teachers to some extent and it was quite discouraging, as 08.33% RPs perceived about non-participation of teachers during the transaction.
- ❑ The RPs were of three category on the basis of their teaching experience at elementary level, in which, 41.27% RPs belonged to experience range of 5-10 years, 45.83% RPs were of more than 10 years and only 13.89% up to 05 years.
- ❑ The majority of RPs (63.89%) had worked for

4-6 times, 27.78% for 6-10 times and 8.33% for 1-3 times as RPs during in-service training programme for elementary school teachers.

### **Findings pertaining to perception of Supervisory Personnel**

- ❑ Majority of the supervisory personnel (viz: BRC and CRC Coordinators) are satisfied with the management of in-service training programme organized for the teachers from time to time.
- ❑ All the Supervisory Personnel (100 %) are of opinion that the intimation about the training programme was provided to all the trainees sufficiently ahead of time (100 %).
- ❑ All the Supervisory Personnel (100 %) are of opinion that the trainees were not provided with communication facility for attending the training programme as they were being provided conveyance allowances for attending the training programme.
- ❑ The suitability of the dates of training programme; and reasonability of distance between training centre and school was perceived to be allright by as high as 80.95% and 85.71% of the Supervisory Personnel respectively.
- ❑ Competency of the RPs was perceived positively by all the Supervisory Personnel (100%).
- ❑ Fluency, teaching experience and effectiveness in classroom teaching were the major criteria for selection of RPs as perceived by majority of SSA functionaries/ Supervisory Personnel (85.71%, 57.14% and 80.95% respectively).
- ❑ All the SSA functionaries/ Supervisory Personnel (100%) perceived selection of RPs was based on written examination along with interview; classroom presentation and mastery over contents. Hence, all the SSA functionaries perceived as RPs were competent enough.

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