

## Management of Training and Skill Development Activities of *Sarva Shiksha Abhiyan (SSA)*

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### **Background**

“Knowledge has to be improved, challenged, and increased constantly, or it vanishes.”—Peter Drucker (Management thinker).

The programme for universalisation of elementary education – *Sarva Shiksha Abhiyan* (SSA) was launched in India in the year 2001-2002. *Sarva Shiksha Abhiyan* (SSA) is a flagship partnership programme of Government of India and the states for universalisation of elementary education, i.e. for Classes 1-8. SSA has been extraordinarily successful in providing access and improving infrastructure in the elementary schools. State of Uttarakhand is one such beneficiary. In Uttarakhand, SSA interventions have been successful in increasing enrolment and decreasing dropout. The state has achieved almost 100 per cent enrolment at elementary level.

During the last decade, there has been paradigm in school education system and school processes due to constant focus on universal access and quality of education. Quality of education is a national concern as well. That is why the SSA in its mandate, has focused on quality in school education. Moreover, the ultimate success of school organisation lies with the success of teacher, who is responsible for the quality of education at school level. The quality of education can only be ensured, if teachers are motivated and well equipped with the knowledge and skills required to perform. The development of NCF-2005, a guiding document for school education has raised the expectations from teachers. The *NCF-2005* talks on learning and knowledge, curriculum areas, school stages and assessment, classroom environment and systemic reforms. *NCF-2005* sees teachers as

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facilitators of children's learning and as a co-constructor of knowledge in the teaching-learning process. NCTEF (2009) document voices the concern by quoting "People in this country have been slow to recognise that education is the profession for which intensive preparation is necessary as it is in any other profession." Concern expressed in the University Education Commission (1948-49) Report is alive in its relevance even today.

"Teaching is the only major occupation of man for which we have not yet developed tools that make an average person capable of competence and performance. In teaching we rely on the 'naturals,' the ones who somehow know how to teach" Peter Drucker (Management thinker).

Due to this paradigm shift in approach to education during the last decade, the teachers need to be updated and trained for attaining the goals of education in the state's as well as national perspective. It is in this background that *Sarva Shiksha Abhiyan* (SSA) had mandated 20 days annual in-service teacher training programme in its framework. Therefore, SPO (SSA, Uttarakhand) organises 20-days annual teacher training for primary and upper primary level teachers.

SSA programme is implemented in project mode in the state of Uttarakhand by the society called *Uttarakhand Sabhi Ke Liye Siksha Parishad*. The executing offices of this society are State Project Office (SPO) at state level, District Project Office (DPO)

at district level, Block Resource Centre (BRC) at block level and Cluster Resource Centre (CRC) at cluster level.

So far, 10 rounds of in-service training have been organised since the inception of SSA in Uttarakhand. The management of such training is a major concern due to large number of teachers involved.

#### *Purpose of the Study*

- Proper planning, controlling, coordinating, monitoring, assessment and evaluation help in the identification of the strengths and weaknesses of a particular programme and are necessary in earmarking the grey areas. Further it has been noticed that management of training has been a less researched area in the education sector though there is plenty of work done by researchers in the field of corporate management.
- Realising the importance of this fact, the study entitled "Analysis of Management of Training and Skill Development Activities of *Sarva Shiksha Abhiyan* (SSA) for Elementary School Teachers of Raipur and Doiwala Blocks of Dehradun District (Uttarakhand)" was conducted. Elementary schools include primary schools (from Class I to Class V) and upper primary schools (Classes VI to VIII).

### **1. Objective of the Study**

The core objective of the study was to make an analysis of the training and skill development activities of the SSA

for elementary teachers, focusing on the qualitative and organisational aspects.

The specific objectives of the study were :

- To ascertain and assess the process of organisation of the trainings and development of training modules, with special focus on the role of –
  - State Project Office (SPO) of SSA,
  - District Institute of Education and Training (DIET), Dehradun, Block Resource Centres (BRCs), Cluster Resource Centres (CRCs) and MTs ( Master Trainers)
- To study the perception of organisers and resource persons on the relevance and effectiveness of the programme.
- To take feedback of the teachers on:
  - Applicability, relevance, availability and usability of the contents of the training module.
  - Feedback on the methods, quality, and efficacy of the trainers.
  - Feedback on the facilities available at the training centres
    - Training and Demonstration Facilities, Session Management; Evaluation.
    - Boarding and Lodging Facilities
- To assess the efforts to monitor and evaluate the in-service training programmes.
- To elicit suggestions from teachers/sub-district/district level on how the training can be improved in terms of the key

components mentioned ahead–

- Duration, Organisation, Methodology.

## 2. Research Tools and Instruments

### 2.1 Survey Design

For the purpose of assessing the management of 20 days In-service Teachers Training Programmes, the training provided during 2009-10, 2010-11 and 2011-12 was covered. Qualitative approach of research was adopted for this study. Semi-structured In-depth Interview (IDI) schedules was developed and used for the study. The schedule included both close-ended and open-ended questions for teachers, SSA official, DIET officials, DPO, BRCCs, MTs, CRCs and teachers.

### 2.2 Sample Selection

**Selection of Blocks:** Out of the six blocks of Dehradun, the study was conducted in the two developmental blocks of Raipur and Doiwala. Doiwala has a mix of rural and urban areas whereas Raipur is predominately urban block with small portion of rural areas. Therefore, the sample is representative of the rural and urban areas of the district.

#### Number of Primary and Upper Primary Schools in Doiwala and Raipur Blocks (Dehradun)

Block	Primary Schools	Upper Primary Schools
Doiwala	144	46
Raipur	166	50

Source: DISE data 2011-12

**Selection of Schools:** From each block, schools were selected randomly from the list available on DISE data 2011-12. Both urban and rural areas were given equal representation in the sample, that is, 10 schools from rural and 10 schools from urban areas were selected from the list of schools prepared area-wise.

**Selection of Teachers:** The overall sample covered for the study is presented in the table below.

### 3. Key Findings

Based on the analysis of the data collected for the study, the following key findings emerge as regard the management of the trainings:

#### 3.1. Feedback on the Quality and Efficacy of the Trainers

- None of the respondents have rated

the trainers to be 'Excellent' or 'Poor'.

- However, as per the analysis of the responses of all categories of respondents, the rating of trainers was found to be 'good'.
- 63% of primary teachers and 77% of Upper primary teachers have rated trainers as of good quality.

#### 3.2 Motivation Level

- As per the 63% PS teachers, 77% UPS teachers, 75% CRCs, 80% of DIET and BRC personnel, the motivation level of MTs is good, whereas a few teachers feel it is low.
- As per the CRCs, only two MTs per batch are deployed for trainings, due to which there is too much load on MTs and because of this fact also, many good people do not come forward to act as MTs.

<i>Units</i>	<i>Numbers</i>	<i>Details</i>
District Institute of Education and Training, Dehradun	06	Persons concerns with execution of training programme
District Project Office, Dehradun	06	District Project Officials SSA, Coordinators and Resource Persons of the district
BRC	02	Block resource centre coordinator
CRC	06	06 Cluster resource centre coordinators per block
School	20	10 primary (classes 1-5) and 10 Upper primary school (classes 6-8)
Teachers	30	01 Teacher from each primary school, 02 teachers from each upper primary school
Master Trainers	06	Who imparted in-service training
State Project Office Officials	06	The officials involved

### **3.3 Training Methods Adopted**

Moreover, teachers are adults and they must feel the urge for capacity-building and the global experience needed to be looked into also. According to Zemke and Zemke (1995) adults undertake learning experiences when they see a need for a new or different skill or knowledge. Further information that goes into the learner's memory will likely be remembered if the teacher provides opportunities in the session for activities such as application exercises and discussions.

The methods of training adopted by the master trainer as reported by teachers and implementers are listed as under:

- The DIET personnel said that the methods such as simulation, group work, lecture, etc., are adopted for imparting trainings.
- DPO personnel said that the training is activity based.
- About 77% of upper primary teachers and 75% primary teachers find training methods good; whereas 16% UPS teachers rated methods excellent.
- The most common used method cited by the trainees (teachers) was lecture method.
- The analysis of the training modules for the year 2010-11 and 2011-12 shows group work is also part of training methods. None of the respondents reported use of audio-visual equipments in the trainings.

However, the analysis reveals that there is no common agreement between

DIET and DPO on methods. This is a gap between planners and executers of the trainings. Further, most of the modules are in self-instructional mode which has scope of making trainings monotonous.

### **3.4 Appropriateness of Training**

All the respondents rated the trainings to be appropriate, however, they have also suggested that the trainings should be more subject-specific.

### **3.5 Feedback about the Quality of the Trainings**

Most of the respondents have rated the quality of the trainings 'good' or 'average'. However only 11% DIET personnel and 11% UPS teachers rated the trainings as excellent. 56% DIET personnel, 80% MTs rated it as good, 17% UPS teachers and 22% PS teachers rated trainings as average. There is a significant section of respondents who feel that quality of training need to be improved.

### **3.6 Feedback about the Facilities at the Training Centres**

- Most of the respondents have rated the availability of facilities to be 'good' or 'average'.
- The DPO personnel feel that the facilities available at training centres are adequate.
- The DIET, CRCs personnel said the training venues do not have adequate space, toilets, boarding and lodging facilities, proper drinking water, electricity and furniture facilities.

- Nearly 37.5% CRCs said that teachers are not satisfied with facilities at training centres.
- Both primary and upper primary level teachers cited improper facilities like fans, drinking water, furniture, toilets at training sites.

Onsite visits of training centres also reveal that the training venues lack facilities or there are problems in

- Improper seating arrangement as furniture is not available in the sites as per number of participants.
- Erratic supply of electricity causes problems in summer season.
- Non-availability of audio-visual based training facilities.

### **3.7 Attitudinal Change in Teachers after Undergoing Training Programme**

- Teachers are willing to use trainings in the classroom situation.
- DIET personnel said that they did not monitor classroom execution of teacher training; besides they also said that there is transmission loss of trainings though teachers are willing to use the learnings. Master trainers also feel transmission loss of training.
- Nearly 50% CRCs and all BRCs and BEOs feel that the training learnings are used in the classrooms by teachers.

### **3.8 Monitoring of Trainings**

- The district teams monitor trainings by making daily visits to training sites.

- Nearly 11%, 33% and 56% of the DIET people rated the coordination between DIET and DPO to be excellent, good and average, respectively.

- The State Project Office deputed teams from the state level to monitor the ongoing trainings. This is a good practice to get the feedback from the trainees, trainers and as well as from executors. Teams visited each district. The team consists of state level personnel from SIEMAT, SPO, a person from concerned DIET and District Project Office.

The experience of a researcher from the neighbouring State of Himachal Pradesh is worth to mention. “Strong monitoring mechanism need to be developed at the institution level in particular, block and the cluster level in general to identify and resolve the issues on the spot.” — A study by SSA in Sunni Educational Block of District Shimla by D. R. Chauhan and others.

From the above, it appears that there is well thought out programme for monitoring of these trainings in the state of Uttarakhand.

### **3.9 Evaluation of Training**

The most common way that training has been evaluated, when it is done, is through the reaction of the participants to the training (Brown, 1980; Dunn and Thomas, 1985). This assumes that if the participants like the training, it must be effective. Such evaluations provide little substantive information

regarding the value of the training. Obviously, a more rigorous assessment of the effectiveness of the training is needed (Brown, 1980; Carnevale and Schultz, 1990; Dunn and Thomas, 1985).

Evaluation plays an important part in planning and choosing a training method, monitoring the training programme and suggesting changes to the training design process. Thus, evaluation is not only important for the organisation and trainer but also for the trainee. It is also important to improve training delivery.

The analysis of training content and responses of the respondents shows that feedback is being used as only means for evaluation of training which does not compensate evaluation of training. Therefore no formal evaluation is taking place for in-service trainings of teacher.

#### **4. Suggestions and Recommendations**

Based on the overall analysis of data and the responses of various categories of respondents, the following suggestions are made for enhancing efficacy of the In-service Teachers Training Programme in Uttarakhand:

##### **Organisation of Trainings**

- The training should be organised and imparted as per time table; and not as per the convenience of the organisers/trainers.
- The 20 days limit of teacher training should be observed strictly

and for this purpose, all other training should be made part of this 20 days training to avoid incoherence.

- Some of the trainings should be organised in distance mode followed by a short contact programme, this will help in ensuring teacher presence in school while learning.
- The DIETs need to given more roles in planning and executing trainings.
- The training venues need to be provided with facilities such as fans, drinking water, and furniture and clean toilets.
- The MTs selection is required to be made more rational and the MTs should be provided incentives and be imparted specialised training to play their effective role as a master trainer.
- The coordination between institutions (SCERT, DPO, DIET, BRC and CRC) needs to be improved.
- The block level trainings should be residential as teachers cannot commute daily to reach the training venue.
- The in-service teacher training should be organised during vacations as the absence of teacher from schools decreases the opportunity time of children.
- The combo approach of training should be avoided, that is, too much multiplicity of issues in the same training.

- Incentive-based distance mode professional development programmes for teachers need to be planned.

### **Process**

- Variety of training methods should be adopted in line with the adult learning principles.
- Move away from pedagogy-based approach to andragogy-based training methods for more effective trainings. Kolbs learning cycle may be considered while designing trainings.
- The future trainings should focus on more specific areas like school management, hard spots in various subjects, etc.
- Proper Training Need Analysis (TNA) needs to be undertaken to ensure need-based trainings.
- Profile-based training need to be organised which means the common module format based training should be avoided.
- The training objective should be clear and must lead to quantified evolution. There is need to move from feedback to and using proper evaluation process.
- Master trainer selection process should be revamped the criteria based MT selection process need to be designed and executed.
- Incentive-based long-term professional development programme should be undertaken.

- Master trainers should be trained on training skills.
- The major training method such as self-learning mode may be supplemented by methods such as sensitivity training, coaching, audio-visual sessions, simulation, case study, role play, workshops etc.
- Training on managerial issues should be started for head masters.
- Teachers have in general expressed the need of training on hard spots in various subjects.

This implies that the SSA mission should undertake the analysis of exam answer sheets in various subjects to locate common hard spots of children or the other way out is to take a survey among the teachers for this. The findings of external studies on achievement level of children can also be useful.

### **Evaluation of training**

- Pre-test and post-test of participants is necessary to ensure training effectiveness.
- Standard training evaluation tools and techniques may be used to ensure effective training.
- There has to be follow-up programme for training utilisation.

Therefore the whole process of organisation of in-service training need to be planned and executed in such a way that the training meets its objective more effectively and evidences are available for feedback on the whole process.



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