

**In-service Training and its Effects on Classroom Processes:  
Perceptions of Scheduled Caste Teachers in Pali and Nagaur  
Districts, Rajasthan**

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**Abstract**

*The perceptions of Scheduled Caste (SC) teachers towards in-service training programme and its effects on classroom processes were studied in Pali and Nagaur districts of Rajasthan. The samples comprising 26 SC teachers from 14 schools in Pali district and 17 SC teachers from 15 schools in Nagaur district were selected through purposive sampling. Interview and observation schedules were developed for collection of data. The results of the study indicated that in-service training programmes need drastic improvement in terms of contents, selection of resource persons and delivery mechanism if quality of classroom processes is to be improved.*

Professionalism in any field of work is a necessary condition for success. Professional growth not only enhances knowledge of an individual, but also contributes towards the overall development of the individual as well as of the society. Therefore, it is essential that opportunities for professional development of all teachers, including the Scheduled Caste (SC), must be provided to ensure quality elementary education to all children. Arora and Singh (1997) assert that professional development of

teachers is the most significant intervention to improve the quality of school education. Baseline achievement studies of NCERT and NUEPA, however, have pointed out the inadequacy of training of pre-service and in-service teachers. Concerns have been expressed towards the quality of elementary education and various steps have been taken to improve it, but the existing conditions in the field and classroom processes demand drastic change. Efforts are needed for overall improvements in terms of

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infrastructure facilities, in-service training of teachers, monitoring of use of skills acquired during the in-service training, community involvement and change of attitudes among the administrators and teachers towards improvement of education. Although in-service trainings to teachers, including the SC teachers, are organised from time to time, their perceptions towards these trainings are essential for improvement. The perceptions of teachers towards in-service training are also important for improvement of classroom processes to ensure quality education. This study tried to find out perceptions of SC teachers towards in-service training programme and its relationship with classroom processes.

National Curriculum Framework (NCF) 2005 stressed that teacher education must become more sensitive to the emerging demands from the school system and it must prepare the teacher for various roles and responsibilities. The teacher must encourage and support learners to discover their talents, realise their physical and intellectual potentialities to the fullest. She/he should understand the way learning occurs and create plausible situations conducive to learning. The teacher should view knowledge as personal experiences constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks. In the context of change perspective, it is imperative to pursue

an integrated model of teacher education for strengthening the professional skills of teachers, such as addressing the learning needs of all children, including those who are marginalised and disabled. It further emphasises the need for enabling environment in the school for all children where interactions between teacher and children take place.

Qualified and trained teachers assume a significant role in providing quality education at primary stage. However, in many states, as the researcher observed, a large number of teachers had received short-term training, some of them were untrained, and yet they were working as teachers.

If this practice continues, it will contradict the commitment for quality elementary education. Experience and reports indicate that a large number of children leave schools before completing primary education. One of the reasons for this dropout of students could be uninteresting classroom processes due to untrained or under-trained teachers or inappropriate in-service training programmes being offered to teachers. The Programme of Action (1992) and SSA Framework for Implementation contend that quality issues in elementary education are mainly dependent upon the quality of infrastructure, support services, opportunity time, teacher characteristics and teacher motivation, pre-service and in-service education of teachers, curriculum and teaching-learning materials, classroom

processes, pupil evaluation, monitoring and supervision, etc. The Programme of Action (1992) recommends initial and recurrent orientation of teachers, improve the quality of existing pre-service teacher education, organise quality in-service teacher education to all teachers on a periodical basis and with a followup mechanism, creating and sustaining teacher motivation and revitalise supervision system for quality elementary education. The in-service trainings should be designed through the assessment of difficulties encounter by the teachers in day-to-day teaching and they should be provided with new ideas to improve teaching-learning processes in the classrooms.

The purpose of this study was to:

- study the perceptions of Scheduled Caste teachers towards in-service training programme in Rajasthan;
- find out its relationship with classroom processes at primary stage; and
- suggest steps to ensure quality education to the learner.

Based on the objectives of the study, the following research questions were framed:

- What are the perceptions of SC teachers towards in-service training programmes that they received?
- What kinds of teaching-learning methods are used in the classroom by SC teachers after receiving in-service training?

- Is there any relationship between in-service training programmes and classroom processes being used by SC teachers?
- What steps (both long term and short term) need to be taken to improve teaching skills of SC teachers?

### Method

The study was conducted using normative survey method. Two districts with predominance of SC population (Pali and Nagaur) in Rajasthan, and a minimum of two blocks from each district were selected using purposive sampling. However, rural and urban schools from two districts were selected randomly from amongst the schools that had SC teachers. The sample schools and respondents have been shown district-wise in the following table.

**Table 1: District-wise Sample of Schools and Respondents**

<i>District</i>	<i>School</i>	<i>Respondents</i>
Pali	14	26
Nagpur	15	17
	<b>29</b>	<b>43</b>

There were 26 respondents from 14 schools in Pali district and 17 respondents from 15 schools in Nagaur district. To collect reliable and valid data, two tools were developed and presented to the experts in a workshop for finalisation. These tools were:

1. The Interview Schedule for Teachers

## 2. An Observation Schedule

The semi-structured interview schedule for teachers had three sections. Section-A had school profile where name and address of the school, total number of teachers, school infrastructure (facilities), and the information about SC teachers were sought. Section-B collected information about SC teachers, such as name, gender, age, designation, academic and professional qualifications, teaching experience in years, and monthly emoluments. Section-C contained 21 items, out of which fourteen were in closed format and seven were open-ended. Out of 14 closed format items, five sought detailed answers in addition to 'yes' and 'no' responses. Open-ended items were primarily included to elicit detailed information from the respondents. Seven items related to the perceptions of SC teachers towards in-service training programmes and fourteen items were concerned with classroom processes.

Observation techniques were also used to study classroom processes because certain types of information could best be obtained through direct observation. The purpose of observation schedule was to verify physical and educational facilities, classroom processes and steps taken by the teacher to promote cooperation between students. The observation schedule contained 11 items, which were designed to observe various physical and educational facilities,

classroom processes, available teaching-learning aids and their use in the classroom, teacher's regularity and punctuality and discipline in the classroom. Except items 4 and 6, all other items had three options—'often', 'sometimes' and 'never'. While item 4 was an open-ended, item 6 had five options.

These tools were tried out on four SC teachers in four government schools of Gurgaon and on two SC teachers of one Kendriya Vidyalaya of New Delhi as a part of establishing reliability and validity of the instruments. The try-out of tools helped in understanding the difficulty level of items and the time needed to complete the tools. During try-out of tools, three additions in the interview schedule for SC teachers were made. Items 8, 14 and 15 were suitably modified as per requirements. These additions were Item 8 (कक्षा परीक्षण), Item 14 (इकाई परीक्षण), and Item 15 (अतिरिक्त कक्षाएं लेकर). In the observation schedule, only the name was added in item number 5.

### Procedure

As a part of the planning, the State authorities were contacted on telephone to explain the purpose of the study. A letter explaining the importance and purpose of the study along with an action plan was sent to the State Project Director, SSA to seek permission and necessary support for the study. After the consent of state authorities, Pali and Nagaur districts of Rajasthan were

selected for the study. The state authorities directed concerned officials of the districts and blocks to provide facilities for conducting the study. The investigator went to initiate the work of the study personally and discuss with authorities about the selection of blocks and the schools. This discussion helped a great deal in finalising the blocks and schools. The investigator ensured proper administration of tools (the interview schedule and the observation schedule) and collected the data. This helped the investigator also to understand and have first-hand experience of the actual situation and difficulties faced by officials, headmasters and teachers. It also gave him an opportunity to see the classroom processes and interact with teachers personally.

### Results and Discussion

The data were analysed using simple descriptive statistics, such as mean, SD and percentage. The results of this study have been discussed under the following three heads:

1. Perceptions of Scheduled Caste Teachers towards In-service Trainings
2. Effects of In-service Training on Classroom Processes at Primary Stage
3. Observation Results of Classroom Processes in Schools of Pali and Nagaur Districts.

### 1. Perceptions of Scheduled Caste Teachers towards In-service Trainings

Perceptions of teachers towards in-service trainings play a significant role not only in improving these programmes, but also in classroom processes to ensure retention of children. Therefore, perceptions of SC teachers towards in-service training programmes were studied. In total, seven items in the interview schedule related directly to the in-service training. These seven items—2, 3, 4, 5, 19, 20 and 21—have been discussed in detail below.

**Item 2** inquired if SC teachers had received in-service training in the last two years. All respondents in Pali and Nagaur districts responded affirmatively. On average, every teacher had received two to three in-service trainings in the last two years.

**Item 3** inquired about the contribution of in-service training to the improvement of teaching skills. In Pali district, 26.92% teachers told that the in-service trainings were fully useful and 69.23% said these trainings contributed partially in the development of their teaching skills. When the perceptions of rural and urban teachers were analysed, 18.19% rural teachers felt that the in-service trainings fully contributed to the development of their teaching skills and 81.81% said that they were partially benefited from these trainings. On the other hand, 33.33% urban teachers

maintained that they were fully benefited, 60% partially benefited and 3.84% said that benefits were little. In Nagaur district, 76.47% teachers felt that the in-service trainings were fully useful, 11.76% felt they were partially useful and 11.76% said very little useful. When these teachers were classified into rural and urban groups, 84.62% rural teachers said fully useful, 5.88% said partially useful and 5.88% said little useful. On the contrary, 50% urban teachers said fully useful, 5.88% said partially useful and 5.88% said little useful.

**Item 4** tried to find out different teaching-learning methods that teachers learned during the in-service trainings. In Pali district, 30.76% reported of learning play-way method and 46.15% informed of learning question-answer method. The remaining 23.07% teachers did not know about teaching-learning methods; they reported of learning the use of different teaching-learning aids. In Nagaur district, 47.05% teachers said they learnt play-way methods, whereas 58.82% said they learnt question-answer method. This clearly demonstrates that the in-service training provided to these teachers did not include component of various teaching-learning methods that have been researched in the last 3 decades. As far as the teaching-learning methods, such as play-way method and question-answer method are concerned, these are taught during the

regular pre-service training.

**Item 5** inquired if the teachers were using the methods in the classroom that they had learnt during the in-service training. In Pali district, 96.15% SC teachers reported of using the methods in the classrooms learnt during the in-service training. Among the respondents, 26.92% claimed that they were using these methods fully and 69.23% said they were using partially. It is necessary to point out here that majority of these teachers did not know the difference between teaching-learning methods and teaching-learning aids. This suggests that in-service trainings need improvements both in terms of the contents and selection of resource persons. In Nagaur district, hundred per cent reported of using various teaching-learning methods in the classrooms that they had learnt during the in-service training. Among the respondents, 70.59% said that they use various teaching-learning methods in the classrooms fully, 17.65% maintained they were using partially and 11.76% reported of using these methods rarely.

**Item 19** intended to find out SC teachers' perception about the in-service training. Teachers were asked to state three striking features of in-service training that they had undergone. In Pali district, 7.69% respondents informed of receiving training in different subjects, 57.69% learning new methods of teaching,



34.61% reported of getting information about the new syllabus and 15.38% receiving the training in the use of teaching-learning materials. In Nagaur district, 35.29% respondents reported receiving training in different subjects, 70.59% learning new methods of teaching and 23.52% receiving information about the new syllabus. It is obvious that teachers did not learn any new methods during the in-service training, even though they claimed so. The methods, as told by teachers, were play-way and question-answer methods.

**Item 20** tried to find out shortcomings of the in-service training. In Pali district, 30.76% told that the arrangements during the training, such as availability of learning materials, proper food, arrangements of toilets for ladies, were not satisfactory; while half of the respondents (50%) maintained that selection of resource persons was not appropriate. Among the remaining respondents, 11.54% reported of no transport facilities to the place of training and 3.84% said that the training was provided in the same subject repeatedly. In Nagaur district, 58.82% respondents told that the arrangements were not satisfactory and 47.05% complained of improper selection of resource persons.

In response to **item 21**, which sought suggestions of SC teachers towards improvement of in-service training, 53.85% respondents in Pali district suggested that actual experts

should be selected to impart in-service training, 15.38% proposed that the training should be conducted in *Jan Shiksha Kendra* Block Resource Centre (BRC), 19.23% wanted discipline to be enforced both for the organisers of the training and teachers for proper conduct and regular attendance, 42.30% respondents were not in favour of conducting these training programmes during the vacations and 30.76% responses were irrelevant. In Nagaur district too, 50.82% respondents stressed the need for appropriate selection of experts to impart in-service training, while 5.88% said that the training should be conducted in BRC. Quite a few respondents (23.52%) suggested that teachers must be serious towards in-service training and steps should be taken to ensure that they take advantage of such training programmes. A large number of respondents (41.18%) suggested that in-service training programmes should not be conducted during the vacations. The remaining 35.29% responses were irrelevant.

## **2. Effects of In-service Training on Classroom Processes at Primary Stage**

The purpose of in-service training programmes is to improve knowledge and skills of teachers in order to improve classroom processes and achievement levels of all students. The purpose of such trainings is also to improve overall quality of primary

**Table 2: Mean and Standard Deviation Scores for Classroom Processes in Pali and Nagaur Districts**

	<i>Pali</i>			<i>Nagpur</i>		
	N	Mean	SD	N	Mean	SD
Rural	11	4.45	1.04	13	5.38	0.65
Urban	15	4.60	1.06	4	4.25	1.50
Male	23	4.48	1.08	12	5.25	0.97
Female	3	5.00	0.00	5	4.80	1.10
District Total	26	4.54	1.03	17	5.12	0.99

education. Therefore, this study tried to see if in-service training programmes have helped to improve classroom processes at primary stage and if there is any relationship between in-service training and classroom processes. Eleven items in the interview schedule from 8 to 18 were related to classroom processes. Table 2 shows the Mean and Standard Deviation scores for the items relating to classroom processes in the interview schedules.

While comparing the mean score of classroom processes in rural and urban schools of Pali district, it is clear that the difference in the classroom processes of rural and urban schools was little. Based on the responses of SC teachers, it could be concluded that the classroom processes in urban schools were slightly better than the rural schools. The trend was different in Nagaur district where rural schools performed slightly better than the urban schools in terms of classroom processes.

The comparison of mean scores of male and female SC teachers in Pali district showed negligible difference in terms of classroom processes, while the difference in Nagaur district (male 5.25, female 4.80) was found. When the two districts were compared, the difference of mean scores between Pali and Nagaur was slight, which could be due to the difference in sample size (26 in Pali and 17 in Nagaur). Similarly, the differences between the mean scores of male and female teachers in Pali and Nagaur districts could be due to the differences in sample size.

Some of the items sought detailed responses from the respondents about classroom processes. Item 8 was concerned with insuring classroom learning by each child. This item had three options: (a) by asking questions in the classroom, (b) through class test, and (c) by giving homework. In Pali district, all the 26 respondents (100%) told that they ensure learning of each child by asking questions in the classroom, whereas 69.23% maintained that they do so by giving class test. A large number of SC teachers (88.46%) claimed that they give homework to ensure classroom learning of each child. This means that asking questions in the classroom was widely practised in almost all the schools, whereas homework was not given by all the teachers. In Nagaur district, out of 17 respondents, 100% SC teachers said that they ensure learning of each child by asking



questions in the classrooms, while 70.59% told that they use weekly/monthly class test for this purpose. The homework to children was reported by 100% SC teachers to ensure learning by each child.

**Item 9** inquired how teachers encourage participation of all students in the classroom. In Pali district, 53.85% respondents revealed that teaching is made interesting by telling stories, by using simple techniques and by using TLM, whereas 38.46% respondents disclosed the use of reinforcements. Other responses (42.30%) were concerned with asking questions in the classroom to encourage participation of students. In Nagaur district, 47.05% respondents revealed that teaching was made interesting by telling stories, by using simple techniques and by using TLM, whereas 23.53% respondents indicated the use of reinforcements. Other respondents (41.18%) were concerned with asking questions in the classroom to encourage participation of students.

**Item 10** was concerned with using various teaching-learning approaches for different learning ability groups. In Pali district, out of 26 respondents, 53.85% told that they teach weak children separately, which in no way could be considered justified. Teaching these children in a separate group makes them feel inferior to other children. Among the respondents, 11.54% informed that they form mix ability groups to help weak children.

The remaining respondents (approximately 34%) gave irrelevant responses. In Nagaur district, 64.71% reported of teaching weak children in separate groups, whereas 11.76% told that they form mix ability groups to help these children. The remaining respondents, (approximately 24%) gave other responses that were not related to the item.

**Item 11** inquired if teachers use teaching-learning aids in the classrooms, and if yes, they were required to name them. In Pali and Nagaur districts, the responses were categorised as under:

**Table 3 : Use of teaching-learning aids by teachers in Pali and Nagaur districts**

<i>Teaching learning aids</i>	<i>Pali</i>	<i>Nagpur</i>
Charts	76.92%	100.00%
Models	30.76%	47.05%
Maps	30.76%	17.64%
Globe	42.30%	11.76%

**Item 12** tried to find out if discussions take place over improvements of teaching-learning processes in the staff meetings. In Pali district, 46.15% reported that problems relating to teaching-learning were not discussed in the staff meetings, rather responsibilities of children were assigned to teachers. Other respondents (34.62%) said that the

problems of children having learning difficulties were discussed. Other responses were not relevant. In Nagaur district, 35.29% reported that problems related to teaching-learning were not discussed in the staff meetings, rather responsibilities of children were assigned to teachers. Other respondents (17.64%) said that the problems of children having learning difficulties were discussed. Other responses were not relevant.

**Item 13** was concerned with evaluation procedures used by the teachers to assess the learning of children. In Pali district, 38.46% said they give assignment to students, 88.46% told that they give class test to students and 100% reported of half-yearly examination to assess the learning of children. In Nagaur district, 41.18% informed of giving assignments, 100% said that they give class test and 100% reported of half-yearly examination to evaluate the learning of students.

**Item 14** was concerned with the assessment of the progress of each child. In Pali district, 92.31% respondents reported of assessing the progress of each child by giving homework, 84.62% respondents informed of using class test, 32.62% unit test and 100% informed of half yearly and annual examinations. In Nagaur district, 94.12% respondents informed of homework, 82.35% class test, 23.52% unit test and 100% informed of half yearly and annual

examinations.

**Item 15** inquired about the use of evaluation results as the basis for remedial teaching to enhance learning of slow learners. In Pali district, 19.23% responses informed of preparing learning materials, 23.07% preparing teaching aids, 7.69% using audio-visual materials, 23.07% taking extra classes and 57.69% not taking any step. In Nagaur district, 47.06% respondents claimed of preparing learning materials, 35.29% preparing teaching aids, 29.41% reported of taking extra classes and 29.41% informed of taking no steps.

**Item 16** was concerned with teachers taking various steps to resolve their classroom related difficulties. In Pali district, responses in different categories varied. For instance, 84.62% responses related to consultation with colleagues, 69.23% responses revealed discussion of such issues in the staff meetings and 11.54% responses reported of consulting various sources, such as print material, audio-visual material and the Internet. In Nagaur district, 100% responses related to consultation with colleagues, 70.59% responses revealed discussion of such problems in the staff meetings, and 23.52% responses reported of consulting various sources, such as print material, Internet and audio-visual material.

**Item 17** inquired as to how in-service training helped the teachers in ensuring retention of children in the

school. In Pali district, 53.85% teachers reported of contacting the parents of dropout children, 19.23% by keeping students busy, 11.54% by peers influence and 19.23% informed of receiving no information about it during the training. In Nagaur district, 58.82%

teachers indicated by contacting the parents of dropout child, 17.65% by keeping students busy, 11.76% by peers' influence, 23.53% reported receiving no information during the in-service training.

**Item 18** tried to find out how

**Table 4: Observation Results of Classroom Processes in Schools of Pali and Nagaur Districts**

Question	Pali			Nagpur		
	Often	Some-times	Never	Often	Some-times	Never
Motivates students by asking questions	20 (76.92%)	4 (15.38%)	2 (7.69%)	14 (93.33%)	2 (13.33%)	1 (6.66%)
Encourages students to ask questions	12 (46.15%)	10 (38.46%)	4 (15.38%)	8 (47.05%)	7 (41.17%)	2 (11.76%)
Use of TLM in classroom	2 (7.69%)	2 (7.69%)	22 (84.61%)	0 (0.0%)	2 (11.76%)	15 (88.23%)
Use of audio-visual material	0 (0.0%)	0 (0.0%)	26 (100.0%)	0 (0.0%)	0 (0.0%)	17 (100.0%)
Use of reinforcements	4 (15.38%)	3 (11.53%)	19 (73.07%)	0 (0.0%)	4 (23.52%)	13 (76.47%)
Teacher gives home-work and checks it	4 (15.38%)	19 (73.07%)	3 (11.53%)	1 (5.88%)	14 (82.35%)	2 (11.76%)
Teacher maintains discipline	22 (84.61%)	3 (11.53%)	1 (3.84%)	14 (82.35%)	3 (17.64%)	0 (0.0%)
Teacher teaches class regularly	10 (38.46%)	15 (57.69%)	1 (3.84%)	6 (35.29%)	11 (64.71%)	0 (0.0%)

(Pali N = 26) (Nagpur N = 17)

parent-teacher association meetings helped in solving student problems. In Pali district, 53.85% teachers informed of discussions in the meetings with parents help overcome educational problems of students, 19.23% receiving help from parents in solving the problem of absenteeism and 42.31% reported of no help from the parents. In Nagaur district, 35.29% teachers claimed that these meetings had helped solving educational problems of children, 29.41% claimed that these meetings were good platform for solving the problem of absenteeism, and 41.18% felt that these meetings were not useful at all.

### **3. Observation Results of Classroom Processes in Schools of Pali and Nagaur Districts**

The observation results and the information provided by teachers in the schools of Pali and Nagaur districts did not differ. Table 4 presents observation results of classroom processes in Pali and Nagaur districts.

From Table 4, it appears that the number of SC teachers who often motivated students by asking questions was more in Nagaur districts than in Pali district. Regarding encouraging the students to often ask questions in the classroom the percentage of SC teachers doing so in Pali district was slightly less than the percentage of SC teachers in Nagaur district.

The SC teachers never using teaching-learning aids were more

(88.23%) in Nagaur than in Pali district (84.61%). No teacher was found in Nagaur using teaching learning aids often. A small proportion of teachers use teaching-learning aids in both the districts.

Classroom processes could be made more effective if participation of children is enhanced by using reinforcements. Therefore, the observation schedule included an item to find out the use of reinforcements by the SC teachers in the classrooms. The percentage of teachers using reinforcements both in Pali and Nagaur districts was negligible. As far as giving homework and checking it by the teachers was concerned, the results were interesting. Majority of teachers both in Pali and Nagaur districts gave and checked the home work 'sometimes', whereas the percentage of teachers giving homework 'never' both in Pali and Nagaur districts was 11.53% and 11.76%, respectively.

Discipline in the classrooms was maintained reasonably well both in Pali and Nagaur districts. The teachers were reported taking classes regularly both in Pali and Nagaur districts.

### **Summary of Findings**

In-service training programmes need improvements both in terms of the content and selection of resource persons. Teachers did not learn any new methods in the training programme, even though they claimed so. Although the respondents had received two-three in-service trainings,

majority of them could not make a difference between teaching-learning methods and teaching aids. The respondents of Pali district claimed that in-service training programmes helped improving their teaching skills partially and the respondents of Nagaur district maintained that the in-service trainings helped improving classroom processes fully; however, it was not evident in practice. Only 16% of the SC teachers in Pali district and 12% of the SC teachers in Nagaur district were found using teaching-learning materials in the classrooms. The respondents in both the districts strongly felt that the organisers of in-service training should select resource persons who have expertise in their areas. They also maintained that strong discipline should be enforced for in-service teachers to benefit from it.

As far as classroom processes were concerned, urban schools of Pali district were found performing better than the schools in rural areas and rural schools of Nagaur district were found performing better than the schools in urban areas. No observable differences were found between male and female teachers. The respondents claimed that they give homework, conduct class test and ask questions in the classroom to ensure learning of all students; but observation results revealed that teachers asked questions in the classroom to ensure learning of students, but homework and class tests were rare. Although the respondents

told that they make mix ability groups of students to ensure learning of weak children and they also give extra time to weak students, but the observations revealed that teacher's concentration was mainly on intelligent students and mix ability groups were not formed anywhere for educational purposes. The respondents also claimed that they prepared special TLM to teach weak children; but special TLM and special teaching to these children were not available at the time of this study. The majority of the respondents admitted that children's problems were not discussed in the staff meetings. Parent-Teacher Association meetings were held rarely and there was no cooperation of the parents in such meetings.

### **Suggestions**

Based on the discussions of the findings, the following suggestions may be useful for improvements of in-service training of the teachers and consequent improvements in the classroom processes:

- Identification of in-service training needs of teachers may be carried out before organising such trainings. Identification of such needs will help organisers of the training to provide appropriate inputs.
- Selection of resource persons should be made in accordance with the expertise in the concerned topic so that teachers could benefit from their experiences.

- The training in various teaching-learning methods should be arranged in order to improve classroom processes.
- Strict discipline should be enforced for teachers and organisers of the training, as suggested by some teachers, to make in-service training meaningful and fruitful.
- The resource persons may give demonstration of teaching methods in order to develop appropriate teaching skills.
- Training in action research may equip teachers to identify learning problems of the students and take remedial measures.

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