

In-service Training of Post Graduate Teachers: A Study of Government Senior Secondary Schools in Hamirpur District of Himachal Pradesh.

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Abstract: *The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. The irony of fate, however, is that teaching is the most unattractive profession and teacher no longer occupies an honourable position in the society. Training is an organized activity aimed at imparting information and instructions giving people new skills and knowledge maintain existing skills to help him/her to perform well and achieve organizational as well as individual goals. Teaching can regain its earlier noble status in case the quality of teacher education in our country is improved. Training is necessary for efficient work in particular job. If we appoint a person in any job after sometime through apprentice he will be quite competent for that job. Teaching is not confined to tell or to impart knowledge of subject matter to others but in wider perspective teaching aims at of all-round development of personality of child. But there are the things to be taught to the teachers, e.g. what are his responsibilities and duties etc. These things or skill or attitudes can only be developed through systematic training. Hence a systematized knowledge is required in order to achieve these skills and attitudes; for this training is must. A sample of 90 post graduate teachers was selected from 30 government senior secondary schools of Hamirpur district of Himachal Pradesh. A questionnaire schedule was developed for the purpose of the present study.*

Keywords: *In-service teachers, teacher training, perceptions.*

1. INTRODUCTION:

No better tributes have been paid to any man on earth than to the teacher. East or west, everywhere he has been respected and worshipped. If in ancient India he was ranked next to God, in the west he has been called the 'architect of nation', 'the harbinger of the progress of the culture', 'the maker of man' and the 'maker of history.' Like a Gardner, caressing the plants, he caresses young human beings and looks after their physical, mental, and social growth and development. God created man in the shape of his own image, the teacher fashions the child in the shape of his own image. Hence, it is said, as the teacher, so is the child¹.

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. The irony of fate, however, is that teaching is the most unattractive profession and teacher no longer occupies an honourable position in the society. Teaching can regain its earlier noble status in case the quality of teacher education in our country is improved.

Training is necessary for efficient work in particular job. If we appoint a person in any job after sometime through apprentice he will be quite competent for that job. Teaching is not confined to tell or to impart knowledge of subject matter to others but in wider perspective teaching aims at of all-round development of personality of child. But there are the things to be taught to the teachers, e.g. what are his responsibilities and duties etc. These things or skill or attitudes can only be developed through systematic training. Hence a systematized knowledge is required in order to achieve these skills and attitudes. For this training is must. There is not only the knowledge of these things which are essential a teacher unless a person has an positive attitude towards students and job. The skill require more practice. Many specific skill have been identified which are to be developed in teacher trainees and these can only be developed by systematic programme of teacher training².

2. OBJECTIVES:

- To study the In-service Teachers' Training in Government Senior Secondary Schools.
- To evaluate the perceptions of Post Graduate Teachers with regards to in-service training.
- To suggest measures for the improvement of in-service training on the bases of the suggestion given by the teachers for organizing in-service training in an effective way.

¹ R.N. Safaya and B.D. Shaida, "Modern School Administration and Organization", Dhanpat Rai Publication Pvt. Ltd, New Delhi, 2006, p.86.

² R.A. Sharma, "Teacher Education", International Publishing House, Meerut, UP, 1997, p.18-20.

3. REVIEW OF LITERATURE:

Mohanty (2003)³ the author has advocated that teacher education is an age-old concept, but it has been undergoing transformations over the years and assuming new meanings and dimensions due to changes in socio-cultural and political conditions of the society. Teacher Education is a critical area in which adequate inputs and investments are to be made for developing not only human resources but also physical resources. Teacher Education (TE) is a continuous process, and its pre-service and in-service components are inseparable. In this book the author has explained educational technology for improving teacher education.

Chakrabarti (2008)⁴ in his book he discussed that teacher education today is associated with countless challenges. Right from aesthetics in technology to value-cultivation and from quality education to education for peace, it is ceaselessly devoted to address newer promises of today for a more enlightened tomorrow in fullness of teaching-learning. The twenty-first century teacher education also promises well spelt-out, analysed and evaluation guaranteed spiritual excellence in proper tuning with pupil guidance. A significant, thought-provoking and penetrative contribution to teacher education and research had made in this book.

4. METHODS OF DATA COLLECTION:

The methodology adopted in present study keeping in view the research problem and research questions were empirical and used primary and secondary data.

4.1. Primary sources: To fulfill the objectives of the present study, it required a sample of teachers who had attended the in-service training programmes. The sample of the 90 Post Graduate Teachers (includes 50 percent male and 50 percent female teachers) of 30 Government Senior Secondary Schools were interviewed for the present study.

4.2 Secondary Sources: The books published by different authors, research papers, Educational Surveys, News Papers, Journals and Websites were consulted.

5. SAMPLING :

There are twelve districts in Himachal Pradesh; District Hamirpur of Himachal Pradesh was selected for the present study as it is the leading district in education, having 89 percent literacy rate (District Census Handbook 2011). Hamirpur comprises six educational blocks, namely: Galore, Bijhari, Bhoranj, Hamirpur, Nadaun and Sujampur. All these 6 educational blocks were selected for the purpose of research which comes to hundred percent. In these 6 educational blocks, there are total 94 Government Sr. Sec. Schools, 5 schools from each educational block were selected for the present study and maximum three respondents were selected from each school which comprises all the streams i.e. Arts, Commerce and Science.

5.1 TOOL USED

The purpose of the present study was to study the perceptions of the in-service teachers towards teachers' training. Keeping in view the significance of the use of effective tools of data collections a tool was developed: Questionnaire/schedule for Post Graduate Teachers of Government Senior Secondary Schools.

6. ANALYSIS AND INTERPRETATION OF DATA:

In order to evaluate the perceptions of In-service Teachers mathematical tools such as percentage analysis was used. Some of the important findings were subjected to statistical computation under the following heads:

6.1 Training Programmes Attended:

No. of Training Programmes attended by Teachers is tabulated in table 6.1 as:

Table 6.1

Training Programmes Attended

Sr. No.	Sessions	Number of Respondents
1	2016-17	43
2	2017-18	58

Table 6.1 shows that 43 teachers had attended in-service teacher training programmes in the session 2016-17 this no. increased to 58 in the following session i.e. 2017-18.

³ Jagannath Mohanty, "Teacher Education", Deep & Deep Publication, New Delhi ,2003.

⁴ Mohit Chakrabarti, . "Teacher education today and tomorrow", Kalpaz Publication, New Delhi, 2008.

6.2 Venue Preference for training:

Venues preference for in-service training by teachers is represented in table 6.2 as:

Table 6.2
Venue Preference for training

Sr. No.	Venues	Number of Respondents	Percentage
1	Your school	40	44.44
2	Local venues	38	42.22
3	Distant Centre	12	13.33

Table 6.2 depicts that the maximum no. of teachers had preferred their school as suitable venue for in-service training to be provided and 38 teachers had preferred local venues for in-service training whereas 12 teachers had preferred distant venues for in-service training to be provided.

6.3 Preference for obtaining in-service training:

Preference for timing of in service training to be provided is represented in table 6.3 as:

Table 6.3
Preference for obtaining in-service training

Sr. No.	Response of Teachers	Number of Respondents	Percentage
1	During school holidays	27	30.00
2	After school time	09	10.00
3	During weekends	21	23.33
4	During school time	33	36.67

It is evident from the analysis of above table 6.3 that 27 teachers had preferred school holidays for in-service training to be provided, 9 teachers were in favour of after school time, 21 teachers had ticked during weekends whereas the maximum no. of teachers i.e. 33 had preferred during school timing in-service training to be provided.

6.4 Attitude of Principal regarding participation in training programmes:

The attitudes of Principals as recorded by teachers are represented in table 6.4 as:

Table 6.4
Attitude of Principal for training

Sr. No.	Responses of Teachers	Number of Respondents	Percentage
1	Very Co-operative	54	60.00
2	Co-operative	36	40.00

It is pertinent from the analysis of the above table 6.4 that 54 teachers hold their head/ Principals very co-operative for relieving them to participate in training programmes whereas 36 teachers were of the view that their heads are co-operatives.

6.5 Training provided to use modern teaching technology in schools:

The teachers were asked whether they obtained training to use teaching technology in table 6.5 as:

Table 6.5
Training provided to use modern teaching technology

Sr. No.	Responses of Teachers	Number of Respondents	Percentage
1	Yes	39	43.33
2	No	51	56.67

Table 6.5 depicts that 39 teachers had obtained training for the use of modern teaching technology in their teaching while 51 teachers had not obtained training for use of modern teaching technology.

6.6 Satisfaction with the present system of in-service teacher training:

The satisfaction of the teachers regarding present system of training is represented in table 6.6 as:

Table 6.6
Satisfied with the present system of in-service teacher training

Sr. No.	Responses of Teachers	Number of Respondents	Percentage
1	Yes	36	40.00
2	No	54	60.00

Table 6.6 shows that 36 teachers were satisfied with the present teacher training whereas 54 teachers were not satisfied with the present teacher training.

7. SUGGESTIONS:

Although the present system of in-service teacher training is satisfactorily to some extent in Himachal Pradesh but it can be made more effective if following suggestions are taken into consideration:

- ❖ The training programmes should be organized in the beginning of the session as in the beginning of the session the teachers are not overburdened as well as the students. The teachers can implement the training outcomes in the classes and can find the best possible results.
- ❖ It is suggested that the training programmes should be organized in the months of November/December. Till this period the syllabus in the schools is almost complete and the revision period is going on so that it does not create disturbances among teachers and students.
- ❖ The training programmes should be organized during vacations and the teachers those who attend the in-service training during vacations they should be compensated by providing them compensatory leaves equivalent to training period.
- ❖ Trained resource persons/ trainers should be appointed to teach in-service teachers. Usually the trainers are not trained in handling real classroom situations so resource person should be a person who also has broad experience of classroom situations.
- ❖ The trainers should be master of their subject matter and they don't just pass time during training. For this the trainers should be professionally trained to teach teachers.
- ❖ The participation of teacher educators in curriculum planning and development must be ensured. Latest trends in education should adequately reflected in the curriculum.
- ❖ Practical way of teaching students should be discussed during training as the trained teachers have to implement the teaching methodology in classrooms.
- ❖ More emphasis should be laid on solving the problems faced by the teachers. The teachers can teach in classrooms by their own ways but their problems should be taken into consideration and should provide solutions by discussion during training.
- ❖ Use of modern technologies should be involved in training. It cannot expected from teachers to use new technologies in classrooms unless they are made efficient to use or adopt technologies.
- ❖ Longer duration of training creates boredom among teachers and resource persons so the training period should be short, it can be for 2-3 days and during this period effective learning should be ensured.
- ❖ Venue of training programmes should be at district head-quarter level. Training station should be easily accessible to all as the training venues are much problematic to women teachers as compare to male teachers.
- ❖ Accommodation should be provided neat and clean. Teachers complained about it so while they are accommodated it should be ensured that rooms, toilets and kitchens should be neat and clean.
- ❖ 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 related to training on the spot.
- ❖ Effective feedback should be collected from the trained in-service teachers for future improvement in training programmes.

8. CONCLUSION:

It is an accepted fact that the development of a nation depends upon the quality of the Education. For good education, we need efficient, well prepared and most enthusiastic teachers. A competent teacher can deliver a good teaching to his students. A lot of planning and resources has been spent for improving the quality of teacher education. New technologies have been introduced in the field of education; still our teacher-education could not rise up to the expected level. Teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme according to changing needs of society.

REFERENCES:

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