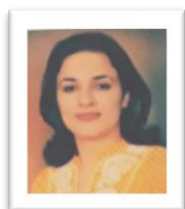


A Comparative Study of the Status of In-Service Teacher Training Programs Facilitated By RMSA Scheme



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Abstract

The present investigation compares the status of in-service teacher training programs facilitated by RMSA scheme in relation to their secondary education of two districts of Punjab, namely, Mohali and Patiala. The sample was comprised of 42 teachers teaching in govt. high schools selected randomly covering all the educational blocks. For the purpose of research work "Views of Teachers Regarding In-Service Teacher Training Programs" was used. Data was analyzed using SPSS Version 22. Chi-Square and Fisher's Exact Test were used. Results of the study reveals that there is a significant difference between the attending, and in the last attended in service teacher- training programs of Mohali teachers as compare to Patiala district teachers. It also showed that there is no significant difference in the participation in in-service teacher training programs, in the satisfaction with the contents of the modules, in the comparison of the effectiveness of resource persons as the subject experts and in their willingness to attend in-service teacher training programmes relating with their subject-matter instead of general orientation between the teachers of both the districts.

Keywords: RMSA, Government High School, In-Service Teacher Training Programme.

Introduction

Education is the most important tool in promoting human resource development. As the HRD Ministry said, "With the successful implementation of the Sarva Shiksha Abhiyan, a large number of students are passing out from upper primary classes creating a huge demand for secondary education." To attain this, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) which is the most forwarding step of Government of India has been taken to achieve the goal of Universalization of Secondary Education. RMSA is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India for the development of secondary education in public schools throughout India. Secondary Education Commission recommended to bring the improvement in vocational efficiency, development of democratic citizenship, development of the qualities for leadership and development in character.

RMSA focuses on the quality interventions to achieve to its goal of providing secondary education upto the age group of 14-16 years. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers providing universal access to secondary level education by 2017 and achieving universal retention by 2020. It also ensures that students pursuing secondary education receive education of good quality.

One of the major concerns of RMSA Scheme is to provide in-service teacher education programmes to secondary education teachers teaching in high schools facilitated by RMSA scheme. The state government societies were established for the implementation of the RMSA Scheme. The share of Central Government has been released directly to the implementing agency. It is the teachers only who can shoulder the responsibility in promoting secondary education and can help in shaping the destiny of the nation by the education of young generation. Therefore, it can be said that teachers must be well-equipped of high academic and professional competencies. Any kind of development is largely dependent on the status of teachers' growth. It means that only emphasizing on

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theories and acts cannot be helpful until teacher education programmes are helpful to produce effective teachers.

It is worth mentioning here that the two major Projects SSA and RMSA have been implemented through the DIET's. At present times, DIET's are imparting pre-service training to the primary teachers and in-service training to all the elementary and secondary teachers. Chamyal (2017) made a comparative study of the knowledge of RMSA among secondary and senior secondary school teachers. But to strengthen its quality interventions a few studies have been done. In the present changing teaching-learning environment, it is mandatory for the continuous in-service education of teachers to develop their skills and attitudes to keep them abreast of the changes have been taking place in their professional environment. Keeping this in view, here, is an urgent need that in-service teacher training should be given to teachers. Thus, the present study will be an effort to evaluate the status of in-service teacher training programmes in relation to their secondary education.

Statement of the Problem

A Comparative Study of the Status of In-Service Teacher Training Programmes Facilitated By RMSA Scheme.

Objective of the Study

The purpose of the present study is to compare the status of in-service teacher training programmes of secondary education teachers teaching in government high schools of two districts of Punjab.

Delimitations of the Study

The study is delimited with respect to the following:

The study is confined to two government high schools in each block of two districts namely, Mohali and Patiala of Punjab.

Methodology

Descriptive Survey method is used to research to answer questions about a present population i.e. teachers and to analyze their present status of in-service teacher training programmes as facilitated by RMSA Scheme.

Population of the Study

The population of the study is contained of two government high schools in each block of two districts namely, Mohali and Patiala of Punjab.

Sample of the Study

Sample is the representative of the population. The present study was carried out on government high school teachers teaching in Mohali and Patiala districts on the basis of simple random sampling technique. The sample size includes 42 teachers, 16 from Mohali district and 26 from Patiala district.

Tool Used In the Study

In the present investigation, the research tool "Views of Teachers Regarding In-Service Teacher Training Programmes of Government High schools of District Mohali and Patiala" was made by the investigator herself. The total number of items included in the test was 11. These are related to evaluate the present status of In-service Teacher Training Programmes attended and are being benefiting by high school teachers of Mohali and Patiala districts.

Administration and Procedure

From Mohali and Patiala districts, teachers who were teaching in government high schools were randomly selected and Questionnaire For Teachers Regarding In-Service Teacher Training Programmes were distributed to the teachers of both the districts. A prior permission was taken from the government school principals and the purpose of the study was explained to the government high school teachers. The data obtained from 42 teachers were used for the analysis purposes.

Statistical Analysis

Data was analyzed using SPSS Version 22. Chi-Square and Fisher's Exact Test were used to find out statistical difference in the status of in-service teacher training programmes attended under RMSA scheme among teachers of two districts namely, Mohali and Patiala at $p < 0.05$.

Results of the Study

After collecting the data, analysis and interpretation of data are made in accordance with the objective of the study. The views of teachers teaching in government high schools regarding teacher training programmes of district Mohali and Patiala are shown from Table 1 to Table 8.

The number of secondary school teachers who have been teaching in government high schools are 42 of both the districts. The data of teachers who attended in-service teacher training programmes was computed for comparison and are shown in the Table

Table 1: Comparison of The Number of in Service Teacher- Training Programmes attended

	Programmes	Mohali		Patiala	
		Number	Percentage	Number	Percentage
What is the number of in service teacher- training programmes have you attended so far?	0-9	5	31.25	20	76.92
	10-20	11	68.75	6	23.08
Total		16	100.0	26	100.0
p value		0.003			

*P value is significant at 5% level.

From the above table no. 1, it is clearly indicating that teachers of Patiala government high schools has attended more i.e. 20(76.92%) in-service

teacher training programmes than Mohali district teachers who have attended only 5(31.25%) in number of in-service teacher training programmes in

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the slot of 1-10. It is indicating that Patiala district high school teachers attended more in-service teacher training programmes as compare to Mohali district. And as far as 10 to 20 slot is concerned, Mohali government high school teachers attended more i.e. 11(68.75%) in-service teacher training programmes as compare to Patiala who attended only 6(23.08%).

Hence, it shows that there is a significant difference between the attending of the in-service teacher training programmes attended by Mohali teachers as compare to Patiala district teachers organized by RMSA as the p value(0.003) is less than 0.05 at 5% level of significance.

Table 2: Comparison of Participation In In-Service Teacher Training Programmes

	Response	Mohali		Patiala	
		Number	Percentage	Number	Percentage
Is it compulsory for you to participate in service teacher-training programmes?	Yes	16	100.0	25	96.15
	No	0	0.0	1	3.85
Total		16	100.0	26	100.0
p value		0.619			

**P value is non-significant at 5% level.*

It is shown in table no. 2 that teachers working in government high schools of district Mohali have participated in the same number of times as of the teachers of Patiala district. It is worth mentioning here that in-service teacher training programmes are compulsory to attend by all the secondary and senior

secondary school teachers. Hence, it is resulted that there is no significant difference in the participation in in-service teacher training programmes between the two districts as the p value(0.619) is greater than 0.05 at 5% level of significance.

Table 3: Comparison of the last in service teacher- training programmes attended

	Response	Mohali		Patiala	
		Number	Percentage	Number	Percentage
When was the last in service teacher- training program attended by you?	2011	0	0.0	1	3.85
	2012	0	0.0	0	0.0
	2013	1	6.25	1	3.85
	2014	1	6.25	0	0.0
	2015	1	6.25	7	26.92
	2016	4	25.0	17	65.38
	2017	9	56.25	0	0.0
Total		16	100.0	26	100.0
p value		0.001			

**P value is significant at 5% level.*

As the above table No. 3 shows that teachers teaching in government high schools of Patiala district have attended the maximum number of in-service teacher training programmes organized by RMSA scheme as compare to the teachers teaching in government high schools of Mohali district in the years evaluated from 2011 to 2016. As far as the latest year 2017 is concerned, teachers of Mohali

district has left behind the teachers of Patiala district in attending the in-service teacher training programmes. Hence, it is resulted that there is a significant difference in the comparison of the last attended in service teacher- training programmes of both the districts as the p value(0.001) is less than the 0.05 at 5% level of significance.

Table 4: Comparison of the program subject/ general orientation in service teacher- training programmes

	Response	Mohali		Patiala	
		Number	Percentage	Number	Percentage
Was the program related to your subject or general orientation program?	Subject Matter	11	68.75	23	88.46
	General orientation program	5	31.25	3	11.54
Total		16	100.0	26	100.0
p value		0.223			

**P value is non-significant at 5% level.*

From the above table no.4, it can be inferred that teachers of government high schools of both the districts Mohali and Patiala has attended the same number of in-service teacher training programmes on their respective subjects as compare to the general orientation programmes. Teachers of Mohali district has attended 11(68.75) and Patiala teachers 23(88.46) subject related in-service teacher training programmes which are greater in number as compare

to their general orientation programmes as their number of attending are only 5(31.25) and 3(11.54) of both the districts respectively. Hence, the p value is not significant at 5% level of significance, indicating that teachers of both the districts are more willing to attend in-service teacher training programmes relating with their respective subject-matter instead of the general orientation programmes.

Table 5: Comparison of The Satisfaction With The Contents of The Modules of In Service Teacher- Training Programmes

	Response	Mohali		Patiala	
		Number	Percentage	Number	Percentage
Were you satisfied with the contents of the modules?	Yes	16	100.0	23	88.46
	No	0	0.0	3	11.54
Total		16	100.0	26	100.0
p value		0.159			

**P value is non-significant at 5% level.*

The above table no. 5 results that there was no significant difference in the satisfaction with the contents of the modules has been prepared during their in-service teacher training programmes organized by RMSA of both the districts. Teachers teaching in government high schools of both the

districts are fully satisfied with the contents of the modules have been taught during their in-service teacher training programmes. It helps in increasing their level of clarity regarding their subject-matter. It is also evident from the p value (0.159) is not-significant at 5% level of significance.

Table 6: Comparison between the Effectiveness of The Resource Persons of In- Service Teacher Training Programmes

	Response	Mohali		Patiala	
		Number	Percentage	Number	Percentage
Were the resource persons effective as subject experts?	Yes	15	93.75	24	92.31
	No	1	6.25	2	7.69
Total		16	100.0	26	100.0
p value		0.679			

**P value is non-significant at 5% level.*

From the above table no. 6, it can be seen that p value(0.679) is greater than at 5% level of significance. It results that resource persons were effective as the subject experts. Teachers of both the districts of Mohali and Patiala have benefitted from the resource persons during their in-service teacher training programmes. The number of responses (15

and 24) are near in number of both the districts and their responses are similar in relation to their resource persons. Hence, it can be said that resource persons were effective as the subject experts and it helped the teachers teaching in government high schools to increase their skills and competencies while attending in-service teacher training programmes.

Table 7: Comparison of issues raised during in- service teacher training programmes

	Response	Mohali		Patiala	
		Number	Percentage	Number	Percentage
Were you able to clear your doubts about subject matter/ issues taken up during programmes?	Yes	14	87.50	21	80.77
	No	2	12.50	5	19.23
Total		16	100.0	26	100.0
p value		0.690			

**P value is non-significant at 5% level.*

From the table no. 7, it is also clear from the above table that p value(0.690) is not significant at 5% level of significance. It is inferred that in-service teacher training programmes have been given the practical visibility as the doubts of the teachers of both the districts have been made clear to them and during the programmes if any issue related with their subject-matter has been raised, it has been answered in a

right manner. With this collaborative approach between the teachers and the subject-experts , in-service teacher training programmes become more worth-while and valuable. Hence, it can be said that teachers of both the districts of Mohali and Patiala were able to clear their doubts relating with their subject-matter and there is no significant difference in their responses regarding this question.

Table 8: Comparison of improvement of in- service teacher training programmes helping in classroom teaching

	Response	Mohali		Patiala	
		Number	Percentage	Number	Percentage
Do in service teacher- training programmes help in improving your classroom teaching?	Yes	15	93.75	21	80.77
	No	1	6.25	5	19.23
Total		16	100.0	26	100.0
p value		0.380			

**P value is non- significant at 5% level.*

As table no. 8 indicates that p value(0.380) is greater than 0.05 level of significance, indicating that there is no significant difference in the responses asked from the government high school teachers

attending in-service teacher training programmes of both the districts in relation to their improvement in their subject-matter, those are 15(93.75) and 21(80.77) respectively. Hence, it is clear that teachers

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are being helped through in-service teacher training programmes so that they can improve their classroom teaching.

Discussion of the Results

The results of the present study shows that 11 (68.75%) teachers of high school of Mohali and 6 (23.06%) teachers of high school of Patiala have attended 10–20 in-service teacher training programmes, indicating that Mohali teachers are more concerned in attending in-service teacher training programmes. About 9 (56.25%) teachers of high schools of Mohali and 0 (0.0%) teachers of high school of Patiala have attended the latest in-service teacher training programmes by the year 2017 otherwise in the previous years from 2011 to 2016 Patiala teachers were competing Mohali teachers. All the teachers of both the districts are more focused to attend the programmes on their respective subject matter as compare to the general orientation programmes. All teachers of high schools of Mohali and Patiala have indicated that they are satisfied with the contents of modules and resource persons are effective as the subject experts. The teachers of both the districts are able to clear their doubts as well. The results of the present study are in accordance with the results of Radhika (2014) who has concluded that the in-service teacher training programmes under SSA/RMSA become the foundation stone of the complete education system in Andhra Pradesh.

Conclusion

On the basis of the analyses of data, it can be concluded that overall teachers of Mohali district are more concerned to attend in-service teacher training programmes as compare to the teachers of Patiala district. Majority of the teachers of Mohali district have attended in-service teacher training programmes latest by the year 2017 as compare to the teachers of Patiala district. Teachers of both the districts are keen to attend in-service teacher training programmes relating with their subject-matter instead

of general orientation programmes and they are fully satisfied with the contents of the modules. It helps to increase their level of clarity regarding their subject-matter. Teachers of both the districts are agreed that resource persons are equally effective as the subject experts. Teachers of both the districts of Mohali and Patiala are able to clear their doubts relating with their subject-matter and it increases their scope for improvement in their respective subject-matter.

The present study reveals that in-service training programmes have been facilitated by RMSA scheme and is being implemented in both the districts, namely Mohali and Patiala, in a good manner

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