

Perception of Resource Persons on in-Service Training Programmes in Himachal Pradesh

Madhu Bala^a, Prabha Jishtu^b

^aPh.D Research Scholar, Department of Education, Himachal Pradesh University, Shimla

^bProf .Department of Education, Himachal Pradesh University, Shimla, India

Abstract

In- service teacher education is an organized effort to improve the performance of all personnel already holding assigned positions in a school setting to implement a specified innovation or programme. This study is an attempt to investigate the perception of resource persons on in- service teacher training programmes in Himachal Pradesh. A sample of 20 resource persons was selected through purposive sampling technique. The questionnaire developed and standardized by the investigator her-self was used for data collection. The study shows that all the resource persons act as resource person earlier and more than half of the resource persons act as resource person 2-4 times whereas a little than half acted as resource person more than 4 times. All of the resource persons contacted telephonically to act as resource person. All of the resource persons reported that coordinators introduced them properly with teacher trainees. Majority of resource persons were satisfied with the physical facilities provided by training center. Blackboard was used frequently and OHP was rarely used by resource persons. All resource persons reported that time period given for transaction of content material were adequate. All the resource persons suggested that instructional material should be supplied in advanced and there should be no repetition of trainees. Half of the resource persons suggested that resource persons should be informed in advanced about the training programme and less than half of the resource persons suggested that suggestions of teachers should be included for organizing training programme.

INTRODUCTION

Throughout history, education has been playing this vital role and has contributed a lot in shaping the destinies of societies in all phases of their development. More importantly, education develops man power for different levels of the economy. In-service training is the term used to describe a set of activities and requirement generally falling under the heading of professional development. It is an organized effort to improve the performance of all personnel already holding assigned positions in a school setting to implement a specified innovation or programme. The need of in- service teacher education have been highlighted by the National Policy on Education, 1986 and Revised National Policy on Education, 1992. The Programme of Action, 1992 envisaged that “in order to achieve the desirable goals of in- service training of all the teachers within five years, special orientation programme for teachers will be launched covering about 4.50 or 5 lakh teachers per year.”

NCERT (1989) conducted a study on Programme of Mass Orientation of School Teachers (PMOST) and found that the younger participants were more active, resourceful

and participating in the programme. The physical facilities like toilet, water, light, seating arrangements were satisfactory only at some of the centres. All the modules were not self-explanatory. They were unable to arouse motivation and develop competencies and skills in the teachers. The resource persons did not discharge their duties and responsibilities with the needed sense of commitment, devotion and involvement. Lecture and Discussion methods were largely followed. Telecasts from Delhi Doordarshan were not profitable to the teachers. Selection of guest lectures and deliberations were found to be ineffective. Accommodation facilities for the teachers in the hostels were inadequate. There was a significant change in the perception of teachers in respect to general awareness topics. There was a considerable increase in the awareness with respect to the salient features of NPE-1986 and modalities of curriculum transaction etc. In the area of competence and skill development in curriculum transaction modalities, there was no significant increase in outside classroom activities. There was increase in the activities and functions in the school by the teachers who attended orientation programme.

Agarwal and Kamalesrao (1997) conducted a study on the quality of in-service teacher training programmes for primary school teachers in Haryana and Uttar Pradesh. The major findings of the study were (i) considerable amount of content was not transacted in the in-service training programmes by resource persons, (ii) further content transmission loss was observed at teachers' training levels, (iii) training programmes gave emphasis on transmission of information and knowledge rather than on instructional strategies and activities (iv) training were mainly given through lectures and discussions (v) activity strategies, group works and demonstrations were less adopted, and (vi) DPEP training programmes when compared to the SOPT programme provided better quality of training in terms of more coverage, adoption of child entered activities and less transmission loss.

Kaul and Sharma (2000) conducted a study on national evaluation of DIETs of Himachal Pradesh and revealed that the objectives of in- service training programmes were relevant to the needs and problems of teachers in their in-service training programmes. Lecture method is mostly used to impart training to in- service teachers as well as pre- service trainees. Further, the study revealed that the training programmes were organized in three areas viz. content related aspects, pedagogy and technology related aspects and management related aspects.

Duggal (2004) conducted an evaluative study on in- service teacher education programmes by DIETs of NCR, Delhi and found that the actual target group, in terms of number of teachers trained, has never been met by any of the DIETs in any year with one or two exceptions. In all the programmes observed, none of teachers admitted to attend any pre- programme meetings with the coordinators whereas only eleven, out of eighty resource persons stated to have attended such meetings before the commencement of these programmes, to discuss about schedule and content design for INSET programmes. Majority of teachers responded that their respective head masters/ mistresses nominated them on mandatory basis. Most of the coordinators revealed that good rapport with the resource persons, apart from the experience in elementary education were the prime considerations given before engaging the resource persons for INSET programmes. The range of time spent on academic activities in one week programmes was 42.73 per cent to 59.49 per cent. In the three- week orientation programmes, the time sent on academic

activities was nearly one third of the total time set for the programmes. It was observed that in 58.08 per cent sessions, lecture method had been adopted. In the rest of the sessions, resource persons had used discussion, demonstration and activity methods. These sessions were more appreciated by the teachers, as these sessions afforded ample scope to the teachers to participate actively. The rapport among all the three groups viz. The participant teachers, the coordinators and the resource persons were quite good. The content transacted in the INSET programmes was need based and useful to some extent only, as per the responses of majority of the teachers. New teaching methods and techniques like child- centred education, teaching with low cost teaching aids etc. were dealt within only few sessions. The majority of teachers were not convinced that their attitudes were attempted to be changed through the INSET programmes. Most of the participant teachers of the INSET programmes believed that the learnt- content in the INSET programmes were usable in the real classroom situations to some extent only. The main reason being large number of students in the classes, they teach. No tests of the learnt- content or questionnaire for the evaluation of the effectiveness of programmes were administered on participant teachers. The main problems according to the coordinators in organizing INSET programmes were lack of administrative staff, no resource agencies from national level/ state level or any university for that matter offered any help. The coordinators expressed their helplessness of not being able to undertake field interaction and follow- up activities due to scarcity of time and resources.

Iqbal (2016) conducted a study on effectiveness of in- service programme on ICT for primary teachers run by MCD science centres and found that the teachers were not using ICTs in their school even after training programmes. In- service teachers were not satisfied with the resource persons in terms of level of interaction between them was poor. Due to poor level of interaction between in- service teachers and resource persons, the in- service teachers were not able to upgrade their teaching skills in the use of ICTs. The trainees were not satisfied due to lack of practice at science centres and at school also because they were using computer at science centre on sharing mode.

OBJECTIVES OF THE STUDY

- 1) To study the perception of resource persons regarding in- service training programme in terms of the following:
 - a) Training/ orientation to work as a resource person
 - b) Physical facilities available at centre
 - c) Distribution of training material
 - d) Quality of training material
 - e) Transactional mode

METHOD AND SAMPLE

Descriptive Survey Method of research has been used. For this study, purposive sample of 20 resource persons was selected from the five districts of Himachal Pradesh.

RESEARCH TOOL

The investigator herself developed the questionnaire for teachers. The reliability of the questionnaire was computed with the help of test- retest method.

STATISTICAL TECHNIQUE USED

The tabulated data were analyzed in terms of frequencies and percentages.

ANALYSIS OF DATA**Responses of Resource Persons Regarding Number Of Times Act As Resource Person And Introduction With Teacher Trainees**

The responses of resource persons regarding number of times they acted as resource person and proper introduction given by coordinators to teacher trainees are presented in table 1:-

Table 1**Responses regarding Number of Times act as Resource Person and Introduction with Teacher Trainees**

Sr. No.	Statements	N	%
1	Acted as Resource Person earlier		
i.	Yes	20	100.00
ii.	No	-	-
2	Number of times acted as resource person in SCERT		
i.	1- 2	--	--
ii.	2-4	13	65.00
iii.	More than 4	07	35.00
3	SCERT contact resource persons		
i.	Telephonically	20	100.00
ii.	By official letter	--	--
4	Introduction with teacher trainees		
i.	Yes	20	100.00
ii.	No	--	--

The table 1 indicates that all the resource persons acted as resource persons earlier. The above table also indicates that 65.00 per cent resource persons acted as resource persons 2 to 4 times whereas 35.00 per cent resource persons acted as resource person more than 4 times. The table also shows that all the resource persons reported that SCERT contact the resource persons telephonically. Furthermore, all the resource persons reported that coordinators introduced them properly to the teacher trainees.

Physical Facilities

The responses of resource persons regarding physical facilities provided at training centre are presented in table 2:-

Table 2**Responses regarding Physical Facilities**

Sr. No.	Physical Facilities	N	%
1	Satisfied with physical facilities		
i.	Yes	16	80.00
ii.	No	04	20.00
2	If no, it lacks in		
i.	Sufficient seating space	--	--
ii.	Proper lighting and ventilation in rooms	--	--
iii.	Lack of Gadgets	04	100.00

The table 2 shows that 80.00 per cent resource persons were satisfied with the physical facilities provided by training centre whereas 20.00 per cent resource

persons were not satisfied with the physical facilities provided by training center. Furthermore, out of 04, hundred per cent resource persons reported that there were lacks of gadgets in training center.

4.6.3 Availability and Frequency of Use of Equipments

The information provided by resource persons regarding the availability and use of equipments while imparting training to in- service teachers are presented in table 3:-

Table 3

Responses regarding Availability and Frequency of Use of Equipments

Items	Availability				How often used					
	Yes		No		Often		Sometimes		Rarely	
	N	%	N	%	N	%	N	%	N	%
Blackboard	20	100.00	--	--	20	100.00	--	--	--	--
Internet	--	--	--	--	--	--	--	--	--	--
LCD	--	--	20	100.00	--	--	--	--	--	--
OHP	20	100.00	--	--	--	--	08	40.00	12	60.00

The table 3 reveals that all of the resource persons reported that blackboard and Over Head Projector (OHP) was available in the training centre. However, all the resource persons reported that LCD was not available in training centre. The above table further shows that hundred per cent resource persons reported that blackboard was used often. 60.00 per cent resource persons reported that OHP was used rarely whereas 40.00 per cent resource persons reported that OHP was used sometimes.

Instructional Material for Teachers

The responses of resource persons regarding instructional material received by resource persons prepared for teachers, inculcation of exercises in instructional material, instructional material prepared by resource persons for trainees and availability of adequate time for transaction of content material are given in table 4 as under:

Table 4

Responses Regarding Instructional Material for Teachers

Sr. No.	Statements	N	%
1	Instructional Material Received by Resource Persons		
i.	Yes	03	15.00
ii.	No	17	85.00
2	If yes, instructional material relevant for teachers		
i.	To a greater extent	--	--
ii.	To some extent	03	100.00
iii.	Not at all	--	--
3	Inculcation of exercises in instructional material		
i.	Yes	03	100.00
ii.	No	--	--
4	If yes, it is		
i.	Appropriate to the material	03	100.00
ii.	Not related to material	--	--
iii.	Not necessary	--	--
5	Instructional material prepared by resource Persons		

i.	Yes	20	100.00
ii.	No	--	--
6	If yes, it was provided		
i.	Before the lecture	--	--
ii.	During the lecture	--	--
iii.	After the lecture	20	100.00
7	Availability of adequate time for transaction of content material		
i.	Yes	20	100.00
ii.	No	--	--
8	If no, time needed was		
i.	One hour	--	--
ii.	Two hours	--	--
iii.	No need	20	100.00

The table 4 exhibits that 85.00 per cent resource persons did not received any instructional material prepared for teachers whereas 15.00 per cent resource persons received instructional material prepared for teacher trainees. The above table also exhibits that out of 03, all of the resource persons reported that instructional material prepared for teacher trainees were relevant for teachers to some extent. Furthermore, they reported that the instructional material contains exercise for classroom practices. The table also shows that all of the resource persons reported that the exercise inculcated in instructional material was appropriate to the material. Furthermore, all the resource persons reported that instructional material was prepared for the teachers by resource persons. The table also shows that all the resource persons reported that these materials were provided to teachers after the lecture by resource persons. All the resource persons reported that the time given for transaction of content material was adequate and there was no need of extra time for transaction of material.

Transactional Approach

The responses of resource persons regarding transactional approach used by resource persons are presented in table 5:

Table 5
Responses regarding Transactional Approach

Teaching methods	Frequently		Sometimes		Rarely		Not at all	
	N	%	N	%	N	%	N	%
Lecture method	20	100.00	--	--	--	--	--	--
Demonstration	--	--	06	30.00	--	--	14	70.00
Discussion method	18	90.00	--	--	--	--	02	10.00
Project method	--	--	--	--	--	--	--	--
Practical work	--	--	--	--	02	10.00	--	--

The table 5 revealed that all of the resource persons reported that lecture method was used frequently for transaction of training material. The table also indicates that 90.00 per cent resource persons reported that they used discussion method frequently for transaction of training material whereas 30.00 per cent resource persons reported that they used demonstration method sometimes and 10.00 per cent resource persons reported that they used practical work rarely for transaction of training material.

Participation of Trainees, Level of Interest shown by Trainees and Activities conducted for Participants

The responses of resource persons regarding participation of trainees in the training session, level of interest shown by teacher trainees and the activities conducted for the participants during training programme are presented in table 6:

Table 6

Responses regarding Participation of Trainees, Level of Interest shown by Trainees and Activities conducted for Participants

Sr. No.	Statements	N	%
1	Participation of Trainees		
i.	Yes	20	100.00
ii.	Occasionally	--	--
iii.	No	--	--
2	Level of Interest shown by Trainees		
i.	High	14	70.00
ii.	Average	06	30.00
iii.	Low	--	--
3	Activities conducted for Participants		
i.	Group Discussion	08	40.00
ii.	Quiz	03	15.00
iii.	Role Play	03	15.00
iv.	Presentation	06	30.00

The table 6 exhibits that all of the resource persons reported that the trainees actively participated in the training session conducted by the resource persons. The above table also shows that 70.00 per cent resource persons reported that trainees shown high level of interest in the training session whereas 30.00 per cent resource persons reported that teacher trainees shown average level of interest in the training session. Furthermore, 40.00 per cent resource persons reported that they conduct group discussion for participants during training programme whereas 30.00 per cent resource persons reported that they gave presentation to participants during training programme and 15.00 per cent resource persons reported that they conduct quiz as well as role play during training programme.

Provision of Refreshment, T. A. / D. A. / Honorarium and Certificate Given to Resource Person

The responses of resource person regarding proper provision of refreshment, T.A. / D.A. and certificate given to resource person by training centre during in- service training programme are presented in table 7:

Table 7

Responses regarding Provision of Refreshment, T. A. / D. A. / Honorarium and Certificate Given to Resource Person

Sr. No.	Statements	N	%
1	Provision of Refreshment		
i.	Yes	20	100.00
ii.	No	--	--
2	If yes, satisfied with the provision done by training Centre		

i.	To a greater extent	16	80.00
ii.	To some extent	04	20.00
iii.	Not at all	--	--
3	Provision of T.A. / D.A./ Honorarium		
i.	Yes	20	100.00
ii	No	--	--
4	If yes, how much		
i.	Bus fare	16	80.00
ii.	Taxi fare	04	20.00
5	Is it sufficient		
i.	Yes	20	100.00
ii.	No	--	--
6	Certificate given to resource persons		
i.	Yes	20	100.00
ii.	No	--	--

The table 7 shows that all the resource persons reported that there was proper provision of refreshments for them during in- service training programme. Furthermore, 80.00 per cent resource persons reported that they were satisfied with the provision done by training centre to a greater extent whereas 20.00 per cent resource persons reported that they were satisfied with the provision done by training center to some extent. The table also revealed that all the resource persons reported that there was provision of travelling allowances/ daily allowances/ honorarium for them during in- service teacher training programme. The table further reveals that 80.00 per cent resource persons said that the allowances paid to them was the amount spent for bus fare whereas 20.00 per cent resource persons reported that the allowances paid to them was the amount spent for taxi fare. All the resource persons reported that it was sufficient for resource persons. All the resource persons reported that the training centre provide certificate to resource persons during in- service training programme.

Role in Evaluation of Training Programme

The responses of resource persons regarding his/ her role in the evaluation of the training programme are presented in table 8:

Table 8
Responses regarding Role in Evaluation of Training Programme

Sr. No.	Statement	N	%
1	Evaluation of Training Programme		
i.	Yes	13	65.00
ii.	No	07	35.00
2	If yes, the programme evaluated on the basis of		
i.	Involvement of trainees	11	84.62
ii.	Demonstration	--	--
iii.	Practical work	02	15.38

The table 8 shows that 65.00 per cent resource persons reported that they evaluate the training programme whereas 35.00 per cent resource persons reported that they did not evaluate the training programme. The above table also shows that out of 13, 11 (84.62 per cent) resource persons reported that they evaluate the training programme on the

basis of involvement of trainees whereas 02 (15.38 per cent) resource persons reported that they evaluate the training programme on the basis of practical works.

Strengths, Weaknesses and Suggestions for Improvement of Training Programme

The responses of resource persons regarding the strengths, weaknesses of the training programme and suggestions for organizing training programme in an effective way are presented in table 9:

Table 9
Responses regarding Strengths, Weaknesses and Suggestions for Improvement of Training Programme

Sr. No.	Statements	N	%
1	Strengths of Training Programme		
i.	Programme were well organized and executed	20	100.00
ii.	High level of participation of trainees	12	60.00
iii.	Reciprocal learning process	06	30.00
iv.	Update knowledge and skills	20	100.00
v.	Improvement in classroom teaching	18	90.00
2	Weaknesses of Training Programme		
i.	Repetition of participants	20	100.00
ii.	Less emphasis on classroom problems	04	20.00
iii.	Lack of gadgets	12	60.00
3	Suggestions for improving training programmes		
1.	Instructional material supplied in advance	20	100.00
2.	Resource persons should be informed in advanced	10	50.00
3.	Avoid repetition of trainees	20	100.00
4.	Include suggestions of teachers to organize programme	09	45.00

The above table 4.52 depicts that all the resource persons reported that the training programme were well organized and executed and update knowledge and skills of teachers whereas 90.00 per cent resource persons reported that training programme improve classroom teaching. 60.00 per cent resource persons reported that there was high level of participation of trainees whereas 30.00 per cent resource persons reported that it is reciprocal learning process. Furthermore, all the resource persons reported that there was repetition of teacher trainees whereas 60.00 per cent resource persons reported that there was lack of gadgets in the training centre and 20.00 per cent resource persons reported that there was less emphasis on the classroom problems. The table also exhibits that all the resource persons reported that instructional material should be supplied in advanced and there should be no repetition of trainees. Furthermore, 50.00 per cent resource persons reported that resource persons should be informed in advanced about the training programme whereas 45.00 per cent resource persons reported that suggestions of teachers should be included for organizing training programme.

CONCLUSION

All the resource persons act as resource person earlier and more than half of the resource persons act as resource person 2-4 times whereas a little than half acted as

resource person more than 4 times. All the resource persons contacted telephonically to act as resource person. All the resource persons reported that coordinators introduced them properly with teacher trainees. Majority of resource persons were satisfied with the physical facilities provided by training center. Blackboard was frequently used in training centre and more than half resource persons reported that OHP was used rarely. Majority of resource persons did not received instructional material prepared for teachers whereas very little resource persons received instructional material for teachers. All resource persons who got instructional material prepared for teacher trainees found it relevant for teachers and agreed that there were inculcation of exercise in instructional material for classroom practices. All resource persons prepared instructional material for teachers and provided these materials after the lecture. Lecture method and discussion method was the most used technique for the transaction of training material whereas demonstration method was used sometimes for the transaction of training material. Practical work was least used technique for the transaction of training material. Teacher trainees took part actively in the training session. Majority of resource persons found the high level of interest in teacher trainees during training session. Majority of resource persons conducted group discussion and ask teacher trainees to gave presentation whereas less than half resource persons conduct quiz as well as role play during training programme. There was proper provision of refreshment and travelling allowances/ daily allowances/ honorarium for resource persons during in- service training programme and was sufficient for them. Majority of resource persons were satisfied with the provision done by training center for the trainees and resource person to a greater extent. All the resource persons got certificate to act as resource person during in- service training programme. Majority of resource persons reported that they evaluate the training programme on the basis of involvement of trainees whereas few teachers evaluate the training programme on the basis of practical work. All the resource persons reported that programme were well organized and executed and update knowledge and skills of teachers. Majority of resource persons reported that these programme improve classroom practices and there was high level of participation of trainees. Beside these, all the resource persons reported that there was repetition of teacher trainees. More than half resource persons said that there was lack of gadgets in the training centre. All the resource persons suggested that instructional material should be supplied in advanced and there should be no repetition of trainees. Half of the resource persons suggested that resource persons should be informed in advanced about the training programme and less than half of the resource persons suggested that suggestions of teachers should be included for organizing training programme.

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