

An Analysis of Modules Prepared for and Attitude of Teachers towards In-service Training Program Undertaken by RMSA for Secondary School Teachers within Aizawl District

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Abstract

Teacher training is considered an important aspect of education. Today, the recruitment of teachers demands a degree in teacher education. Teachers are crucial in implementing educational reforms in accordance with the aspiration of the national philosophy of education. The effective implementation is closely related to the success of school curriculum. Therefore, teachers are expected to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, aims and objectives. Even after a teacher has served for some time, the Government considers that in-service teacher training is still important and steps have been taken to provide in-service teacher training even in Mizoram. Considering the importance of teacher training and for the improvement in the nature of educating at the secondary school levels of Aizawl City, attempt was made to analyse the modules for the in-service teacher training programs and the attitude of in-service teachers towards the training program itself. This article provides a descriptive study of the modules prepared for in-service teacher training under the RMSA's centrally sponsored secondary education. The study revealed that the modules have been classified into five major subjects. It was found that majority of the in-service teachers have positive attitude towards the training programs.

Keywords: *In-service teacher training, Modules, RMSA., Attitude, Secondary schools.*

Introduction

Quality education has become a catchphrase in recent years, although people's perceptions of it differ from person to person and context to situation. As evidenced by available data and research, as well as the experiences of numerous agencies striving to improve teaching quality at various levels of education, the parameters of quality must be clearly recognised before attempting to define teaching quality. "A good teacher can eliminate the weakness of

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our educational system and can alone provide quality education” says Dr.A.P.J.Abdul Kalam. To guarantee that all students receive a high-quality education, teachers must have opportunity for professional development. The concept of in-service teacher education can best be given as the relevant courses and activities provided to a serving teacher to participate and upgrade his professional knowledge, skills and competency in the teaching profession. It encompasses all forms of education and training given to a teacher who is already of the job of teaching and learning. The Government of India launched the flagship programme, which requires all central teacher workers to participate in at least 20 days of in-service training programmes every five years of service. Teachers need to be constantly revived and enriched with the latest developments in their fields. They are crucial in implementing educational reforms in accordance with the aspiration of the national philosophy of education. Therefore, teachers are expected to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, aims and objectives. This can be a natural process for certain individuals that like to keep themselves abreast of times but can be a major challenge for some teachers who neither have the inclination or resource to do so. The government plays an important part through in-service training to uplift and reorient teachers towards new methods of teaching or new content in the syllabus.

RashtriyaMadhyamikShikshaAbhiyan or otherwise also known as National Mission for Secondary Education 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. The RMSA-sponsored in-service teacher education programme is not a one-time event or a series of significant events, but rather a continual process. It is more than just training/classes, and it extends beyond classroom exercises. Teachers’ professional skills can be developed by personal reflection, such as introspection, interactions with colleagues, and mentoring with experts, all of which can help teachers improve their pedagogical skills and content understanding.

Related Literature

Fozdar, Kumar &Saxena (2007), in their attempt to study the opinion of in-service teachers towards their training program found out that most of the teachers were satisfied with course materials and the personal contact program. Teachers strongly desire to receive trainings on curriculum, scientific developments in their own fields, drama and theatre (Bozkurt et al, 2012, p. 3504). A pertinent survey conducted by Ahmadi and Keshavarzi (2013) regarding to the effectiveness of in-service training programs in the development of teaching skills showed that, from the view-point of student, a meaningful relationship was observed between the effectiveness of in-service training programs and teaching demonstration skills at $p=0.001$ level of significance. The same study also found that work-experience of teachers had no effect on their teaching skills development. Malsawmi and Renthlei (2015), in their study on the ‘Attitude of Secondary School Teachers Towards Teaching Profession in Mizoram’ had an objective of finding out the attitude of secondary school teachers towards teaching

profession with reference to gender, length of teaching experience and their age group. They found that the majority of secondary school teachers have a neutral attitude towards the teaching profession. Kapoor and Imam (2019) in his study 'Quality of Education in Secondary Schools under RMSA' found that, in-service teachers training programs conducted by RMSA are of great help to the teachers. It enhances the teaching learning process. Such programs should be conducted from time to time and should be made the integral part of the curriculum. Zarzola (2019) conducted a study on 'Attitude of Secondary School Teachers of Aizawl District Towards Teaching Profession'. The major findings were - (a) A considerable number of teachers have moderate attitude towards teaching profession and (b) Trained teachers have a more favourable attitude towards teaching profession than untrained teachers.

Objectives of the study

1. To study the modules provided by the training institute.
2. To find out the attitude of teachers trained under RMSA in-service teacher training.

Method of Study

The present study proposed to analyse the modules of in-service training of secondary school teachers within Aizawl district. Besides this, the attitude of teachers towards the training program was another important objective. Therefore, information was collected on the basis of survey and reports majorly descriptive in nature. Therefore, descriptive method was followed and data was analysed qualitatively.

Population: The population comprised of all the secondary school teachers within the district of Aizawl.

Sample of the Study: Sample was randomly taken from 476 secondary school teachers which was 29% of the secondary school teachers within Aizawl district (UDISE 2017-2018) in order to find out their attitude towards in-service teacher training taken up by RMSA.

Sources of Data: Data was collected from primary and secondary sources. Information regarding training modules was based on secondary source and information on teachers' attitude was collected from primary source.

Tools of data collection: Data was collected from:

1. Questionnaire prepared by the investigator to find out the attitude of secondary school teachers towards in-service teacher training.
2. Office files of concerned schools, SAMAGRA SHIKSHA, Aizawl district and DEO, Aizawl district.

Data Analysis: Data was analysed based on the information garnered in a qualitative manner. However, descriptive statistics such as percentages were employed for more specific analysis of data.

Data Analysis and Interpretation

Objective 1: To study the modules provided by the training institute.

The concept of education and learning is evolving all the time. Teachers need to engage themselves to master their subjects and find effective means to connect with their students. Keeping these objectives in mind, the State Project Office of RMSA, School Education Department, Government of Mizoram has endeavoured to bring out the first training modules for teacher for 5 selected subjects as envisaged and approved by the Project Approval Board of RMSA, Ministry of Human Resource Development, Government of India. These modules are meant for in-service training of teachers of both government schools and government aided schools.

During 2013-2014 development of module for training of teachers for 5 subjects (Maths, Science, English, Social Studies and Mizo) and Training of Headmasters were proposed and the Project Approval Board (PAB) approved the proposal. Core Committee for the development of module for training of teachers was formed under the chairmanship of the State Project Director of RMSA and Director of School Education.

An analysis of the contents of module for in-service training of teachers of different subjects i.e., Maths, Science, English, Social Studies and Mizo are as follows:

A. English Training Module

English training module consist of nine modules, and each topic of the modules has sub topics, excluding the last two modules. A closer examination of the table revealed that:

1. *Module I:* The first module with the topic - 'English as a second language' highlighted the place of English in school and in the society and the objectives of teaching English as a second language.
2. *Module II:* The second module 'Spoken English' covered the key aspects of - a) Key to phonetic symbols, b) Consonant sounds and symbols, c) Vowel sounds and symbols, d) Diphthongs and symbols, e) Word stress, f) Sentence stress, g) Pauses and tone groups, and h) Intonation.
3. *Module III:* The module 'Grammar' included - a) A useful sequence for a formal grammar lesson, b) Teaching structural items, c) Verb forms, d) Active and passive voice, e) Reported speech, f) Relative clause, g) Conditional, h) Articles, i) Determiners, j) Primary and modal auxiliaries, and k) Prepositions.
4. *Module IV:* The module 'Teaching vocabulary' covered the key aspects of - a) Meaning of vocabulary, b) Types of vocabulary, and c) Different methods of presenting vocabulary.
5. *Module V:* The fifth module 'Reading' which was further sub-divided into 6 sub-topics - a) Objectives of teaching reading at the secondary level, b) Why is reading important, c) Kinds of reading, d) Teaching a reader lesson, e) Using supplementary readers, and f) Teaching poems.

6. *Module VI*: The module 'Writing' was further sub-divided into 14 sub-topics- a) Introduction, b) Aims of composition exercises, c) Means of developing writing skill, d) Basic approaches to the teaching of writing, e) A graded teaching schemes, f) A suggested procedure to teaching writing, g) Correcting written work, h) Remedial strategies, i) Articles, j) Diary entry, k) Newspaper report, l) Formal report, m) Poster, and o) Postcard.
7. *Module VII*: The seventh module 'Study skills' covers the key aspects of- a) What are study skills, b) Note Making, c) Information transfer, and d) Reference skills.
8. *Module VIII*: The eighth module consists of 'Evaluation' and
9. *Module IX*: Lastly, the ninth modules consists of 'Lesson Planning'

At the end of the module was a pre-test and post-test question. The pre-test and post-test questions consist of different types of questions that were related to the topics given in the module.

B. Mizo Training Module

The name of the module itself is "Kamkeuna" (meaning-*Introduction*) and the module consisted of 14 topics. Unlike the other modules, Mizo training module is a little different from the other modules, as the topics were not further divided into sub-topics. A closer study of the module revealed that:

1. Topic – 1: The first topic 'Module hmandanlehzirchhuahpuitumte', consisted of instructions of the module and its objectives.
2. Topic – 2: The second topic 'Mizotawngzirna in a tumte', dealt with the goals of studying Mizo language.
3. Topic – 3: The topic 'Ngaihthlakthiam' covers the main aspects of Listening skills
4. Topic – 4: This topic 'Tawngthiam' covers the main aspects of Speaking skills
5. Topic – 5: 'Lehkhachhiarthiam', this topic focused on the Reading skills.
6. Topic – 6: The sixth topic 'Lehkhachhiarthiam' covers the main aspects of Reading skills
7. Topic – 7: The seventh topic 'Zirlaibu a thuawmtezirna' included a study on the secondary school Mizo Syllabus.
8. Topic – 8: This topic, 'Hlazirna' covers the main aspects of teaching and learning of poems.
9. Topic – 9: The ninth topic 'Thumalzirna' covered the aspects of teaching and learning of vocabulary
10. Topic – 10: The tenth topic, 'Grammar zirna' covered the main aspects of teaching and learning of grammar.

11. Topic – 11: This topic consisted of ‘Rapid Reader’
12. Topic – 12: The twelfth topic consisted of ‘Lesson Planning’
13. Topic – 13: The twelfth topic consisted of ‘Project work’
14. Topic – 14: The fourteenth topic consisted of ‘Evaluation’
15. The training module also consisted of pre-test and post-test questions consisting of different questions. The pre-test questions were to be answered before the start of the training and the post-test questions were to be answered after the end of the training, related to their opinions and suggestions regarding their training.

C. Social Science Training Module

Social Science Training module began with Introduction and Objectives of the training module. The training module consisted of five modules, and these modules were divided into different sub-topics, a closer look into the table revealed that:

1. Module I: The first module, ‘Learning and teaching social science (S.S)’ began with the Objectives, Program table and Activities. The module covered the key aspects of- a) Specific aims and objectives of teaching social science, b) Concept of social science, c) General aims and objectives of teaching social science, d) Importance of social science curriculum in secondary schools, e) Qualities of social science teacher, and f) Methodology of teaching social science.
2. Module II: The second module, ‘Learning design in social science’ started with the Objectives, Program table and Activities. The module covered the key aspects of- a) Learning design: Preparation of learning sequence, b) Format of learning sequence on social science, c) Handout of annual academic plan, d) Role and qualities of social science teacher and their professional development, e) Herbartian approaches, and f) Handout on mode of giving assignment.
3. Module III: The third module ‘Learning and teaching social science (S.S)’ began with the Objectives, Program table and Activities. The module covered the key aspects of- a) Handout of learning resources in social science, b) Teaching aids, and c) Resource units.
4. Module IV: The fourth module ‘Micro teaching skills’ began with the Objectives, Program table and Activities. The module covered the key aspects of- a) Different skills in micro teaching, b) Sample of learning sequences for micro teaching, c) Skill of set induction, d) Skill of questioning, e) Skill of illustrating with examples, f) Skill of explaining, g) Skill of reinforcement, h) Skill of response management, and i) Skill of stimulus variation.
5. Module V: The fifth module ‘Evaluation and assessment in social science’ began with the Objectives, Program table and Activities 1. The module covered the key aspects of- a) Evaluation and assessment in social science, b) Objectives of evaluation in social

science, c) Meaning of measurement, d) Difference between measurement and evaluation, e) Types of evaluation in social science, f) Continuous and comprehensive evaluation, g) Techniques and devices of evaluation, h) Scholastic achievement test, i) Construction of an achievement test in social science, j) Criterion reference test and norm reference test, k) Diagnostic testing, l) Remedial testing, and m) Activities 2.

D. Science Training Module

Science Training Module consisted of Physics, Chemistry, and Biology training module. This module also included the introduction and objectives of teaching of science, lesson plan, Pre- test and post-test questions, laboratory and science exhibition. The different training modules given under Physics, Chemistry and Biology have been given in the following:

(i) Physics Training Module

Physics Training Module has been divided into 3 modules in which each module was further sub-divided into different topics.

1. Module I: The first module with the topic 'Motion' covered the key aspects of- a) Force and motion, and b) Forces on object at rest.
2. Module II: The second module with the topic 'Work power and energy' covered the key aspects of Work and Energy.
3. Module III: The third module with the topic 'Sound' covered the key aspects of Sound on Strings

(ii) Chemistry Training Module

There were a total of 5 modules in Chemistry Training Module. Each module has different topics consisting of different sub-topics. A clearer study revealed that-

1. Module I: The first module 'Atoms, Elements and Molecules, Structure of Atoms' covered key aspects of- a) How to teach the different terms,, b) What is molecule?, and c) Characteristics of the atom.
2. Module II: The second module 'Periodic Table' included the key aspects of- a) How will an element X be presented in the periodic table? b) What are the laws that govern the development of Mendeleev's periodic and modern periodic table? c) How will the students memorize the elements of the periodic table? d) Explanation of the different blocks and specific names in the periodic table, e) What is periodicity in the periodic table, and f) Writing the electronic configuration.
3. Module III: This module 'Metal and Non-metals' covered the main aspects of – a) Identifying the metals and non-metals from the periodic table, b) Properties of metals and non-metals, c) Chemical properties of metals and non-metals, d) Corrosion of metal and its prevention, and e) Chemical bonds and equations.
4. Module IV: The fourth module 'Acid and Bases' covered the main aspects of Indicators and Ph, and Properties of acids.

5. Module V: The fifth module 'Carbon and its Compound' included the main aspects of- a) Predicting the number of carbon and hydrogen atoms in a hydrocarbon, b) Naming the compounds (Nomenclature), and c) Isomerism.

(iii) Biology Training Module

Biology Training Module comprised of 4 modules. Each module was divided into different sub-topics. A closer study revealed that-

1. Module I: The first module with the topic 'Cellularity' covered the main aspects of- a) Fundamental unit of life, b) Uni-cellularity and multi-cellularity, c) Nutrition, d) Animal, e) Reproduction, and f) Embryonic development.
2. Module II: The second module with the topic 'Heredity and Variations' covered the main aspects of- a) Heredity, b) Mendel's law, c) Theories of evolution, d) Variation, and e) Mutation.
3. Module III: This module with the topic 'Biodiversity' consisted of a) Definition and b) Plant and animal kingdom.
4. Module IV: The fifth module with the topic of 'Application of biology' comprised of the following sub-topics- a) Introduction, b) Understanding our bodies, c) Treating disease, d) Proper nutrition, e) Exercise science, f) Understanding our environment, g) Harvesting food, h) It's literally everywhere, i) Impact of climate

(iv) Mathematics Training Module

Mathematics Training Module has been divided into 6 modules in which module I and II are again sub-divided into different sub-topics. A closer look at the table showed that

1. Module I: The first module with the topic 'Aims and objectives' which were sub-divided into 4 sub-topics- a) Introduction, b) Meaning and difference between aims and objectives, c) General aims of teaching mathematics, and d) General objectives of teaching mathematics.
2. Module II: The second module 'Methods and techniques of teaching mathematics' covered- a) introduction of the module, b) The lecture, c) Inductive-deductive collaboration, d) Analysis and synthesis, e) The experimental approach, f) Heuristic learning, g) Projects, h) Problem solving, i) Oral and written work, j) Drills, k) Homework, l) Self-study, m) Group work, n) Assignments, and o) Reviews.
3. Module III: The third module consisted of 'Learning resources in mathematics'.
4. Module IV: The fourth module consisted of 'Planning for teaching learning'
5. Module V: The fifth module consisted of 'Teaching of mathematics'
6. Module VI: The last module consisted of 'Assessment and evaluation'.

A thorough study on the Modules also revealed that-

1. In the year 2013-2014, there was a proposal regarding the in-service teacher training module including 5 subjects viz. Mathematics, Science, English, Social Studies and Mizo as well as proposal regarding the secondary school Headmaster training programs. These proposals were accepted and approved on the same year on 2013-2014 by the Project Approval Board.
2. The teacher training module was organized and administered for the government and government aided schools.
3. A Core Committee was set up under the guidance and administration of the State Project Director, RMSA and Director, School education, for the in-service teacher training module development.
4. The Core Committee members were –
 1. Chairman – State Project Director, RMSA, Mizoram.
 2. Secretary – V.L Malsawma, Dy. SDP (Planning), RMSA.

Related members –

1. Dr. Abhay Kumar, Representative from NERIE, Shillong.
2. LaldawnglianiChawngthu, Jt. Director, SCERT.
3. Zochhuani, Assistant Professor, IASE
4. C. Chawngthantluanga, Dy.SPD (Adm), RMSA.
5. The Core Committee conducted the first ever meeting on 4th Feb, 2014 and nominated the first ever ‘Board of Editors’ as well as selected the first ‘Writers for Training Module’ for different subjects.

It is clear that a great deal of careful thinking went in to the formulation of the module under study. The topics are varied and should be of interest to adolescents. Moreover, the flow of the topics from easy to difficult and from simple to more complex concepts is a good indicator that this module is a result of hard work by experts in the field of education.

Objective 2: To find out the attitude of teachers trained under RMSA in-service teacher training.

Attitude of teachers:

The teachers were provided with questionnaire to find out their attitude towards in-service teacher education. The researcher prepared a set of 13 different items to gain the attitude of the teachers towards the training program organized for them and realized the objective of the researcher. It was found that out of 476 number of secondary school teachers, 73 are Hindi teachers, 13 are Work Experience teachers and 4 are Special Educators in Aizawl district which comprised of the present Aizawl District and parts of the newly created Saitual

district, only 169 number of secondary school teachers have responded to the questionnaire items presented to them. This meant that only 43% of the secondary school teachers out of 386 teachers extracting Hindi teachers, W.E teachers and special educators who were seldom called for the in-service training program, have given their responses.

Hence, out of the total number of 386 questionnaire sent to secondary school teachers, only 169 gave their responses. The following points gave a clear response of the teachers to various items of the questionnaire.

(i) Course Content:

1. To the first item/statement of the questionnaire given to the teachers, 'I only attend in service program organized for my subject', 55% of the teachers agreed to the statement and gave positive responses against it while 45% of the teachers did not agree with the sentence and gave negative responses against it
2. To the second item, 'In-service teacher training program covers every new addition to the syllabus', 71% of the teachers gave positive responses by agreeing to the item of the statement while 29% of the teachers did not agree with the statement and gave negative responses.
3. Majority of the teachers, i.e. 84% agreed with the third statement, 'In-service teacher training program provides opportunity to clarify doubts regarding syllabus', and gave positive responses. However, 16% did not go in par with the statement and thus gave a negative response.
4. For the fourth item, 'In-service teacher training program includes all important aspects of the syllabus', majority of the respondents i.e. 69% of the teachers responded 'yes' to the statement, while 31.5% of the teachers gave negative responses claiming that the program did not include all important aspects of the syllabus.

(ii) Impact on teaching:

The items provided in this stake were related to the impact on teaching from the training provided to the in-service teachers in their classroom teaching. The researcher gave the following questionnaires to obtain the attitude of the teacher related to the impact on their teaching the training have had on them.

5. To the fifth item, 'In-service teacher training program enables me to improve my classroom teaching', incredibly, 95% of the teachers gave positive responses, and only 4.8% of the teachers claimed that they did not benefit from the training and gave negative responses.
6. To the sixth item which runs as, 'My self-learning ability has improved because of in-service teacher training program', almost all the teacher (95%) have given positive responses. At the same time, 5% of the respondents have given negative responses. This showed that the program have a positive impact on the teachers self-learning ability.

7. Majority of the teachers (87%) conformed to the seventh statement 'in-service teacher training has provided me with the proper skill to tackle new subjects' and at the same time 13% of the teachers gave a negative response.

(iii) Resource persons:

The resource persons are experts who contribute information and opinions to participants in a learning situation. They frequently are used to conducting educational activities. They are also specialized educators who focus on helping with educational difficulties. Thus, the roles they played in the training program for the in-service teachers are very important. This is the basic reason why the researcher put a separate questionnaire related to the resource persons. To realize the objective related to the attitude of teachers towards the resource persons in the in-service teacher training program, the researcher put forward the following questionnaire to the teachers. The responses received were generally positive and hence the results are –

8. To the eighth item, 'Resource persons are always well prepared', High majority of the teachers i.e. 90% gave positive responses. But by far, 10% of the respondents gave a negative remark.
9. The ninth item is slightly different from the previous statements as it cannot be directly responded with a 'yes' or a 'no'. Therefore, for the item, 'Resource persons are from: (here, respondents can tick more than one) – a) Faculty from IASE, b) Expert teachers, c) University teachers, and d) College teachers (see table 9)

Table 9

Resource Person		
Institutions	No. of Teachers	Percentage
Faculty from IASE	38	22%
Expert Teachers	22	13%
University Teachers	1	0.60%
College Teachers	6	3.60%
Faculty from IASE & Expert Teachers	40	24%
Faculty from IASE & University Teachers	14	8%
Faculty from IASE & College Teachers	2	1.20%
Expert Teachers & University Teachers	7	4%
Expert Teachers & College Teachers	6	4%
University Teachers & College Teachers	2	1.20%
Faculty from IASE, Expert Teachers & University Teachers	16	9.60%

Expert Teachers, University Teachers & College teachers	1	0.60%
Faculty from IASE, University Teachers & College Teachers	3	1.80%
Faculty from IASE, Expert Teachers & College Teachers	1	0.60%
Faculty from IASE, Expert Teachers, University Teachers & College Teachers	7	4%
None	3	1.80%
Total	169	100%

Table 9 depicts a clear picture of secondary teachers' responses regarding where the resource persons were from. From the collected data it was found that, 22% of the secondary teachers claimed that the resource persons were faculty from IASE alone, and 13% claimed that they were Expert teachers. A small percentage, i.e. 0.6%, of the responded claimed that the resource persons were teachers from the University, and 3.6% of the teachers responded that the resource person were teachers from Colleges.

It was also found that 24% of the teachers claimed that the resource persons were faculty from both IASE and Expert teachers, and 8% claimed that resource persons were faculty from IASE and University. It was also found that 1.2% of the teachers claimed that the resource persons were faculty from both IASE and Colleges. 4% believed that they were from the University and Experts, again, another 4% of the teachers claimed that resource persons were teachers from Colleges and Experts. The collected responses have also shown that 1.2% of the teachers the resource persons were from both University and college.

As it can be seen from table-9 It was found that 9.6% of the secondary teachers claimed that the resource persons were faculty from IASE, University, and Expert teachers. 0.6% claimed that they were from University, College and Expert teachers, and 1.8% believed that they were from IASE, University and College. It was also found that 0.6% of the teachers claimed that the resource person were faculty from IASE, Colleges and experts.

From the total responses, it was also found that 4% of the teachers claimed that the resource persons were faculty from IASE, University, College and Expert teachers, at the same time, it was also found that 3% of the teachers had no idea from where the resource persons were from.

The above findings are a clear indicator that teacher trainees had varying degrees of sincerity as far as trainings were concerned. This is the only reason for their different responses to a similar in-service training held at the same time in the same institution.

(iv) General impressions:

To get the clear view on the general impressions on the in-service training program, the researcher presented the secondary school teachers the following questions. The responses obtained were –

- To the tenth item, 'In-service teacher training programs are well organized', majority of the teachers, i.e. 92%, gave positive responses showing agreement to the statement while 8% gave negative responses.

11. Regarding to the duration of the training program, whether it is adequate enough or taking too much time, 90% of the teachers agreed to the statement, that the training program was adequate while the teachers believed that the training took too much time came up to 10%.
12. To the twelfth item, 'In-service teacher training programs are waste of time', though the sentence was quite stirring, the responses received were quite positive. Almost all the teachers (94%) gave positive responses by saying 'No'. At the same time 6% of the respondents considered the training program to be simply a waste of time.
13. To the thirteenth item, 'In-service teacher training should be organized every year', majority of the teachers, i.e. 71%, agreed to the statement by giving positive responses while 29% of the teachers gave negative responses to it.

Discussion and Conclusion

For the past five years before SamagraShiksha came into being, the training program was conducted every year for 5 major subjects in the secondary level viz., English, Mizo, Mathematics, Science and Social Sciences. The module from each subject contained a number of modules with different sub-topics of learning matters for in-service teacher trainees regarding how to effectively teach each subject content by content. The secondary teachers were quite positive towards the in-service teacher training programs organized by RMSA. Majority of the teachers were found to have a positive attitude towards the course content of the programs. The findings coincide with Fozdar, Kumar & Saxena (2007) as their study found that most of the teachers were satisfied with course materials, similar findings can be found from the study conducted by Nikhat, & Khan. (2017)

The respondents believed that the in-service training program has a positive impact on their teaching especially in tackling new subject topics, a positive attitude towards the resource persons was also found among the in-service teachers, as most of them found that the resource persons were well prepared, few of them do not find them satisfactory. The teachers were quite okay with the time scheduled for the training period though few did not find it enough while another few found it to be prolonged. Larger percentage of the teachers hoped that in-service training should be organised every year; similarities can be found in the study conducted by Kapoor and Imam (2019). Though the module used during the RMSA was quite satisfactory, more technical and scientific improvement can be added to meet the gadgetry requirements of today's high-tech world. The teachers had a positive attitude towards the in-service teacher training at the time this study was done. At the same time the teachers felt that it could be improved if more efforts were given in areas of subject matter, teaching methods, resource persons and time and frequency of training program as well as updating the hard and soft scenario of training premises.

It is critical for teachers to keep up with the most recent advances and innovations. For these reasons, designing seminars and courses for teachers based on their requests and requirements, as well as designing flexible training periods that can be adjusted based on

need and changes in existing body knowledge, may ensure that teachers participate in lifelong learning and teaching processes at a higher and improved level.

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