

TEACHING-LEARNING PRACTICES IN GOVERNMENT SENIOR SECONDARY SCHOOLS OF DISTRICT KULLU IN HIMACHAL PRADESH

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Abstract

A teacher has ever lasting impression on the mind of his/her students. His personality, attitude, motivation level, qualification, knowledge of the subject and communication skills lay a powerful impact on the mental, social and educational development of the students. Classroom teaching is one of the factors which affect the learning-outcomes to a great extent. Pre-planned content presentation welded with suitable teaching-learning materials and appropriate teaching method, can convert the learning experience into a joyful activity. The present study an attempt to examine, the teaching-learning practices in the Senior Secondary schools of Kullu district of Himachal Pradesh. In this study teaching-learning practices have been divided into three parts i.e., preparation of lesson-plans well in advance, use of appropriate and most suitable teaching-learning materials and using of different methods of teaching by the teachers as per their preferences. The desired information were collected with the help of unstructured Interview schedule. Keen observations were made to verify the collected information.

Keywords: Lesson-planning, Teaching-learning material, Teaching methods.



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A good Senior Secondary School education is that firm and unshakable foundation for ensuring a bright future of outgoing students and deciding the future career of the growing students with multi-sided aspects of their personality. Government of India understands this vital requirement and is committed to provide the highest standard of excellence in attaining education in future perspectives. The expansion of Secondary and Senior Secondary education has been encouraged and adopted, as far as five year plans, and are concerned, this expansion policy has definitely mend the problem of access to a large extent but on the other side, it has created another problem of low quality of education. Education can be a fruitful process only, if it, brings out the full potential of a child so that he/she can adjust and be successful in this dynamic global and ever growing society. The education, at this stage, bears the highest liability and responsibility due to its working as the foundation stone in one's life upon which the whole structure of future life depends. If the foundation shakes due

to one or the other reasons, the entire building cannot stand straight and high as is the targeted by the visionaries of a developing societies. It is here, that the Central and state Governments are making continuous efforts in this direction, to enhance the quality of education by creating a safe and attractive teaching-learning environment in the schools. The schools are temples of learning and assisted the students to integrate the body, mind and spirit by encouraging them through the spirit of self-learning with the active involvement of the teachers with their philosophical, guidance and friendliness roles to facilitate the teaching-learning process with a spirit to create the different situations and congenial atmosphere for fruitful learning with in the classrooms. In this way, the onus of creating a healthy and attractive learning environment, is the sole responsibility of competent, energetic, committed and hardworking teachers to bring the desirable changes in behavior of the students. Teachers are one of the most important school-based resources in determining students' future academic success and lifetime outcomes (Chetty et al.2014;Rivkin et al. 2005; Rockoff 2004.)It is expected from our worthy teachers that they must be trained professionally, improved their qualification in accordance with the changing scenario of the ever changing nature of modern society and above all the teachers must be dedicated to their work to serve the very purpose of teaching-learning process. They must be in a position and as well as possess an ability to create an interactive environment with in the classroom to engage the students actively and make them to participate in teaching-learning process actively and whole-heartedly, rather being a passive listener. This paper tries to probe into the preferences of Senior Secondary school teachers of District Kullu in Himachal Pradesh with regard to make the best possible use of well-prepared lesson plans in advance, judicious and systematic use of teaching-learning materials and using the most appropriate and suitable different teaching methods to enhance the concept of self-learning of the students with the help of well-designed activities.

Need and justification of the Study: Senior Secondary School education develops fundamental skills, manners and strengthens the very foundation of knowledge earned through the active participation and with varied experiences of students and creates the very ground for the future perspectives of the students. Therefore, it is very important to pay proper attention towards the quality and quantity aspects of Senior Secondary school education system prevailed within the country. Since, there is a paradigm shift from teacher

centric education to students centric education based on an activity oriented curriculum, well trained teachers, good and appropriate infrastructure facilities, right blend of formative and summative evaluation techniques, congenial classroom environment, are some pre-requisites of quality education. As teacher plays a vital role in classroom transactions, it is inevitable that teacher should have sound command over the subject and must have a good knowledge of new teaching methods, techniques and strategies with a spirit to have the zeal for continuous learning.

Objectives of the Study

1. To find out the stream wise preferences of Senior Secondary School teachers' teaching through the well-prepared lesson plans to carry out their classroom transactions to enhance the learning outcomes of the students.
2. To find out the stream wise preferences of Senior Secondary School teachers' using teaching-learning materials in the classroom to enhance the learning capabilities of the students.
3. To find out the preferences of Senior Secondary School teachers' on their using of the different teaching-methods to enhance the students' leaning capabilities with in the classroom.

Sample of the Study

The present study was carried out in 5 Senior Secondary Schools of Kullu district in Himachal Pradesh as per the convenience of the researcher. A total number of 66 teachers, working in the sampled schools were interviewed.

Tool for Data Collection

An interview with the Senior Secondary School teachers in the sampled schools was fixed to collect the relevant information from the teachers on the different aspects of teaching effectively to enhance the learning out comes of the students in a desired manner. The unstructured interview-schedule was based on the basic dimensions, related to proper Infrastructure availability, stream wise availability of the teachers, teaching-learning practices, student-welfare Activities, evaluation mechanism adopted and the problems of the students.

An observation schedule was also constructed beside the interview schedule with a purpose to probe into real classroom situation and to examine the hidden difference between reported responses and the reality of the classrooms teaching.

Findings

The findings of the study consist on three parts, i.e. well-prepared lesson plans, proper use of teaching-learning materials and teaching with different methods with in the classroom to enhance the learning outcomes of the students.

The following findings based on the objectives were emerge out of the present study:

1. Preparation of Lesson Plan

Planning is an indispensable part of teaching. According to Bining and Bining: Daily lesson planning involves defining the objectives, selecting and arranging the subject matter and determining the method and procedure. A teacher cannot present the content effectively until and unless, he/she plans the lesson in well prepared manner in advance by visualizing the situation and arranging the required equipment and materials well before presenting the lessons in the actual classroom transaction. This is called pre-planning phase of teaching. The success of entering phase depends on the facts of well-prepared lesson planned in advance. Planning of lesson depends upon a variety of factors i.e. teacher’s competency to deliver the subject matter, his/her motivation level, knowledge of the contents of a particular subject, communication skills and so on. It has rightly been pointed out by the (World Bank, 1997) that even, if, the teachers are not properly motivated, the learning achievement of primary stage of students’ drops down.

Table 1 below shows the responses given by the teachers at the time of interviewing them about the preparation and use of the lesson plans to carry out the classroom transaction.

Table 1: Teachers’ preferences with regard to Preparation of a Lesson Plan

Stream	Options	Number of Teachers	Percentage of Teachers
Medical	Yes	15	100
	No	nil	nil
Non-Medical	Yes	5	100
	No	nil	nil
Arts	Yes	30	81.08
	No	7	18.91
Commerce	Yes	7	77.77
	No	2	22.22

It is evident from the table 1 above that the 100 percent teachers of the medical stream go to their classes with proper lesson planning. It was also observed by the researcher himself in the class and confirmed from the students also. Therefore, it was found that the teachers were enthusiastic to teach with the help of lesson planning based on various steps to effective classroom teaching. The teachers were found to be followed the systematic and well organized teaching and were found to be very much supportive to the school authorities. The teachers were found well trained and well versed with their subject matter and ready to learn teaching with proper planning in advance. Same is the case with the non-medical teachers, teaching in the schools. They were also found to be enthusiastic, dedicated and honest towards their teaching profession. However, the 81.08 percent of arts stream and 77.77 percent commerce stream teachers were found to be involve in teaching with proper lesson planning. Only the 18.91 percentage of the teachers from arts and 22.22 percentage of the teachers from commerce stream were found to be not interested in planning their lessons in advance.

It was observed by the researcher that the science streams teachers had created a lot of infrastructure facilities, as per the strength of the students a sufficient number of science teachers were very much available in each of the sampled schools, different types of teaching-learning practices were found to be in practice by the well qualified and dedicated teachers available in these streams, a number of activities for the welfare of the students especially for poor and needy and somewhere disabled students were well arranged and practiced time to time, the students were found to be continuously evaluated through the well-developed concept of evaluation i.e. continuous and comprehensive evaluation and the problems of the students were found to be solved with the active involvement of school management committee.

2. Use of Teaching – Learning Materials

Appropriate selection of the teaching-learning materials, is an integral part of the classroom transection. It helps to support students learning and increase students' success to a large extent. The systematic and judicious use of teaching-learning material in the class room situation, helps the students to develop the lesson with the help of the active participation of the whole class in a joyful manner. Selection and preparations of the Teaching-Learning Materials is depends upon a variety of demands of topic of the day to day lesson planning,

teacher's competency to use and availability of teaching aids. The table 2 below shows the preferences of the teachers to select and prepare the best possible teaching-learning materials based on the Principal of Learning by doing classroom teaching.

Table 2: Teachers' preferences of using the Teaching-Learning Materials in day to day classroom teaching.

Stream	Option	Number of Teachers	Percentage of Teachers
Medical	Yes	15	100
	No	nil	nil
Non-Medical	Yes	5	100
	No	nil	nil
Arts	Yes	32	86.48
	No	5	13.51
Commerce	Yes	8	88.88
	No	1	11.11

It is clear from table 2 that 100 percent Medical and Non- Medical stream teachers were found to be in the practice of using Teaching-Learning Materials in their day to day classroom transection. A large majority of the Art and Commerce stream teachers' with 86.48 and 88.88 percent respectively were also found in the habits of effectively using Teaching-Learning Materials in their day to day class room teaching. Only a very small portion of the sampled teachers of Arts and Commerce stream with 13.51 and 11.11 percent teachers reported negatively their responses for making the best possible use of the teaching learning materials in their day to day class room teaching.

3. Teaching Methods

A well designed content may not be effective, if it is, not presented with the most appropriate and suitable methods. Selection of a proper teaching method and creating a learning environment facilitate the better learning opportunities to the students and provide set the stage for self-learning. Therefore, the teaching methods are very important and essential for achieving the Academic Excellency through the classroom teaching. The systematic way of presenting the subject matter to the multi-faceted students largely depends upon inspiring way of classroom teacher. Senior Secondary School teachers deals with the almost late adolescent and early adulthood students turning towards the early stage of maturity and the teacher needs here, to be vigilant and alert towards the varying needs of students. The methods of teaching like lecture method, play-way method, project method, question-answer

method and inductive-deductive method are considered as the most appropriate and suitable of the presenting the contents of the subject matter by the teacher in a desired manner as these methods of teaching are continuously influencing teaching-learning process right from Socrates, Montessori, John Dewey, and Aristotle since the immemorial of time. The table 3 below shows the preferences of Senior Secondary School sampled teachers as per their suitability.

Table: 3 Preferences of teachers in using of teaching methods in a classroom teaching.

Sr. No.	Teaching Method	Preference				
		Ist	IInd	IIIrd	IVth	Vth
1.	Lecture Method	1(62.12)	15(22.72)	5(7.57)	3(4.54)	2(3.03)
2.	Play way Method	3(4.54)	12(18.18)	28(42.42)	10(15.15)	13(19.69)
3.	Project Method	2(18.18)	24(36.36)	23(34.84)	5(7.57)	2(3.03)
4.	Question-Answer Method	6(9.09)	12(18.18)	15(22.72)	29(43.93)	4(6.06)
5.	Inductive-Deductive Method	5(7.57)	3(4.54)	14(21.21)	16(24.24)	28(42.42)

It is apparent from Table 3 that 62.12 percent teachers prefer Lecture method for their classroom transection as the 1st preference, 22.72 percent as the 2nd preference, 7.57percent as the 3rd preference, 4.54 percent as the 4th preference and lastly only 3.03 percent of these teachers prefer teaching with lecture method as the 5th preference. It clearly indicates that the majority of the sampled teachers are teaching with the lecture method. The play-way techniques of teaching in the classroom transection is practiced as the 1st preference by the 4.54 percent, 2nd preference by the 18.18 percent, 3rd preference by the 42.42 percent, 4th preference by the 15.15 and 5th preference by the 19.69 sampled teachers. This also indicates that the technique of teaching is also used for fasten the teaching learning activities by the teachers as per their requirement. The project technique of teaching is prefer by the sampled teacher as the 1st preference 18.18 percent, as the second preference 36.36 percent, as the 3rd preference 34.84 percent, as the 4th preference 7.57 percent and as the 5th preference 3.03 percent teachers. This method of teaching were also used by the sampled teachers to carry out the class room transection as per their felt needs. The question-answer technique of teaching to enhance the involvement level of the students is prefer by the 9.09 percent as the 1st preference, 18.18 percent teachers as 2nd preference, 22.72 as the 3rd preference, 43.93 as the 4th preference and 6.06 percent as the 5th preference for the class room teaching. It clearly shows that the students in the class room setting learn through the participatory

learning and as far as is concerned with the inductive-deductive technique of teaching is prefer by the sampled teacher as the 1st preference by the 7.57 percent, as the 2nd preference by the 4.54 percent, as the 3rd preference by the 21.21 percent, as the 4th preference by the 24.24 percent and lastly as the 5th preference by the 42.42 percent teachers. This again clearly shows that inductive-deductive method of teaching is also used in the sampled schools by the teachers to carry out their class room transection.

It is very interesting thing here that the class rooms are full of the interactive, participative and a good platform for joyful learning. Most of the teachers are enthusiastic, curious, laborious and very much caring about the bright future of the students.

Conclusion

On the basis of the above discussion, it is can be concluded that almost good practice of teaching are observed in the sampled schools of teaching by the teachers especially in the science streams. Almost all teachers of sampled schools go to their classes with proper teaching plans and used sufficient teaching-learning materials for enhancing the learning outcomes of the students. It is interesting that the teachers are making the best possible use of blend of teaching methods for making the teaching-learning alert, interactive, participative and joyful learning environment for the academic achievement of the students.

Keeping this in mind, the study recommends the following-

Recommendation

1. One of the major recommendations, based on the present study, is to underline the need of restructure the existing notion of teaching-learning process which is by and large, centered on chalk and talk and lecture methods. It should be replaced by more activity oriented based, students and activity centered, and more joyful learning based on the well-developed teaching-learning materials and by creating a lot of situation for creative and intelligent learning, and developed of the subject matter through the numerous informal inter-personal interactions among teacher and taught.
2. Besides the above methods used by the teachers, teaching must be supplemented by various activities like story-telling method, art and craft, excursions, field-trips and other modem techniques of teaching based on the appropriate technological incorporation in teaching-learning transection.

3. The study underlines the urgent need to train teachers in modern teaching techniques and methods emerge out as the results of changing scenario of the present education system. Teachers must be well acquainted with activity-based learning and setting the stage of self-learning of the students. They must receive orientation program in order to make classroom learning more effective and joyful for fruitful learning.
4. Teachers must be given more freedom to combine classroom transections with self-made teaching materials and techniques.
5. The teachers must be trained in preparing their lesson-plans monthly and daily basis. There is a need to train teachers in making approved lesson-plan so that they can relate present knowledge with previous knowledge and evaluate the progress of the students more effectively.
6. Schools are expected to not just impart education in its narrow sense but more broadly to mold children's attitude (Mungekar, 2007). It should be a place where students can freely exhibit their creativity and imagination and express their feelings to others.
7. The study suggests that new kind of teaching-learning materials should be developed with the help of latest trends adopted by the professional teachers.
8. Classroom teaching is needed to remove difficulties of largely hampered by poor infrastructure and other insufficient facilities due to which teachers feel demoralize and under-motivated, in the case, they are over-loaded with work due to insufficient teaching staff and lack of resources, it should be immediately removed.

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