

NEED OF EFFECTIVENESS OF IN SERVICE TRAINING PROGRAMS CONDUCTED BY DIET, ON THE ATTITUDE, INTEREST AND PERSONALITY OF ELEMENTARY SCHOOL TEACHERS

K. C. Nagesh

Research Scholar, PhD by Research, LIUTEBM University, Lusaka , Zambia

Abstract

The key emphasis of this paper was on in-service training of elementary teachers in terms of need evaluation, preparation and training programmer implementation. The researcher made efforts to investigate the training programmer's design, the use of ICT, training methods and strategies adopted by DIET resource persons and teacher educators. In this report, attempts have also been made to determine the consistency and types of training materials offered to in-service trainees by DIETs. It was found that no procedure for tracking and assessing this training programmer was implemented after the completion of the training programmer. This activity contributes to the loss of time and money offered by the government for this training programmer to be coordinated. The investigator also made efforts in this paper to see if, after completion of the training programmer, any method adopted by DIETs to track and assess the in-service training programmer in real classroom circumstances was actually implemented. In order to verify the data obtained by in-service teachers, the experiences of the heads of elementary schools have also been analysed.

Keywords: Attitude, Training Programs, Diet

INTRODUCTION

The teacher training is first given before they take up the career, i.e. pre-service training, then training is given at the time they enter the school, i.e. induction training, and last but not least the training given as a teacher, i.e. teacher, i.e. in service training during the tenure of their services. In-service training means all training earned by teachers and other relevant workers after entering an educational institution that further enhances its knowledge of its subjects and related disciplines. Many of our country's educational programmes are in the process of transition. We all know that unless the quality of teacher is enhanced, no educational change can be effective absolutely, but in turn the quality of teacher depends to a large degree on the quality of teacher education.

Performance areas:-Education prepares the future generation to take their due place in the society a teachers plays a pivotal role in this process save (1999) emphasized five performance areas for effective teacher education. they are as follows

1. Performance in classroom
2. School level performance
3. Performance in out of school activities.
4. Performance related to parental contact & co-operation

Performance related to community contact & co-operation. National Council of Teacher Education (NCTE) 2008 also emphasized on these performance area for practical training. In terms of forgoing stipulation of required performance areas NCTE -2008 suggested to give due emphasis to community based field work and community based social work.

Role of the Teachers:-The role of the teachers important in this scientific area. The teachers must be known led gable about the new innovations and technological advancement therefore in-service training programmers along with the pre-service training programmer are needed for the teachers. Importance of district institutes of education & training (DIETS) establishing an institute is not enough for achieving the requisite results but constant review of its performance in various areas and taking corrective action to achieve the desired goal is of prime importance. So far as concern the DIETS are engaged in various kind of in-service programme like special orientation programmer on teacher (SOPT) minimum levels of learning (MILLS) district primary education programmer (DPEP) trangul hasmaibhyas programmer sarvashiksh aabhiyan (SSA) and principal orientation programmer.

DIET'S were established with the following objectives:

1. To provide highly enriched training to elementary school teachers and nonformal and adult education functionaries.
2. To provide training to the grassroots and personnel of the education system.

NEED AND IMPORTANCE OF TEACHER EDUCATION

Teachers in India are assuming new roles for which the traditionally designed teacher training programmers would not prepare them adequately. The expanded function of education in India has to be directly linked with national development. Therefore, it requires broadening and deepening of the teachers knowledge and understanding about themselves so that they understand the nature of the Indian society, as it has evolved from the past, as it is today and as it is likely to develop in the future; the integral relationship between education and society with specific reference to the contemporary socio-cultural, political and economic issues, and the multidimensional nature of teacher's role as catalytic agent in the society. Therefore (a) The teacher has to see himself not only as a prime source of knowledge but as an organizer of learning and learning experiences, (b) Teacher is a transmitter of culture, builder of character and personality of the children, (c) Conveyer of moral and ethical values, a guide and counsellor, inspirer for social change and (d) An architect of future of the nation.

To perform all these roles successfully, the teacher has to possess following attributes (Mangla, 2000):

- 1) Academic competence for teaching.
- 2) Ability to appreciate and understand the changing needs of the society in this scientific age.
- 3) Understand the psychological basis of education and the factors, which influence it.

- 4) Professionally he should acquire ability to evolve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.
- 5) Develop positive attitude towards teaching as a profession and create self confidence as a teacher.
- 6) Understand development needs of the children at various stages of their growth!
- 7) Inculcate appropriate professional behavior along with knowledge of existing system of education and education policy.
- 8) Above all the teacher has to develop patience impartially.

Thus, validity of teacher education has led to some innovations in its various aspects to work out strategies for planning and implementing innovation programmed by making themselves familiar with the areas for innovations, process and skill of innovating new ways and methods of teacher education. Some important areas are:-

- 1) Improvement in students teaching through micro-teaching techniques, introduction of internship in teaching programmers, organization of joint supervision guidance and evaluation of student teachers by subject specialists, education staff and practicing classroom teachers.
- 2) Improvement in the methods of teaching used by teacher education institutions through introduction of novel approaches like team-teaching, workshop-in-teaching, seminars and discussions, systematic evaluation as an integral part of the teaching learning process.
- 3) Introduction of alternative programmers of education and training of teachers such as four years integrated teacher education programmer, correspondence courses, condensed courses and in-service programmers of teacher education.
- 4) Planning and organizing professional orientation of teachers of higher education.
- 5) Planning and implementation of strategies in non-formal education by teacher educators.
- 6) Devising programmers of staff development through continuing education of teacher educators.

In teaching learning process, a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counseling the students, organizing co-curricular activities, participate in community programmers, diagnose and identify students problems etc., together with activities which are intrinsic to teaching and learning. This needs perfection in academic and professional preparation of teachers and teacher educator. So the need and importance of teacher education is as follows:

1. To educate teachers in organizing learning resources so that they can identify and design how to use a variety of appropriate teaching learning resources from the environment, community, media, Audio Visual (A.V) aids and self learning materials.

2. To accomplish them for effective curriculum teaching strategies like developing episodes, lessons plans, instructional units, sequences etc., through inquiry, discovery, problem solving, projects, discussions, dialogue or lecture.
3. To qualify them to conduct effective interaction during classroom teaching to promote individual and group learning.
4. To educate them to evaluate the outcomes of learning by planning and conducting a continuous-comprehensive evaluation of the teaching learning process through appropriate tools and techniques.
5. To make them sufficient to implement compensatory education programmes for the disadvantaged learner through organizing and participating in remedial instruction, tutorials, special coaching etc.
6. To make them competent to cater to the special needs of disabled and gifted children.
7. To educate them to organize and guide a variety of co-curricular activities designed to facilitate the all round development of the learners.
8. To prepare them adequately to guide students in solving their learning, / occupational and personal problems and also participate in other student support activities.
9. To prepare them to participate in and contribute to parallel and complementary educational service systems like non-formal education, adult literacy, workers education etc.
10. To make them proficient to develop in students, the qualities of democratic citizenship like tolerance, concern for others, co-operation, responsibility, commitment to social justice etc.
11. To prepare them to promote environmental consciousness, secular outlook, scientific temper and cultural pursuits in the students and in the community.
12. To endow them the quality to organize and participate in programmes of community service and development.

TYPES OF TEACHER EDUCATION PROGRAMME

The professional preparation of those students who want to enter the profession of teaching, teacher education prepares them for attaining the national goals of education for all, to preserve the continuity of traditions, to fulfill the actual needs of contemporary society and to meet the challenges of the uncertain future, through education. Education deals with human beings who have intellect, emotions and conscience; it is not something static but is a dynamic process; it is development of human personality, and for human development direction is needed from an educative agent. Thus it is the teacher education which prepares the teachers among those who want to join this profession through higher order professional equipment for guiding the pupils through the process of discovering, analyzing, and synthesizing educative experiences.

To maintain this there are various types of teacher education programmer:

- 1) Pre-service teacher education for those who after graduation or post graduation decide to enter this profession and take up teacher education courses in teacher education colleges.
- 2) In-service teacher education, which is a regular programmer of educating those teachers who are already in teaching profession and want to upgrade their knowledge and skills, is the education for professional growth of in-service teachers.
- 3) Distance teacher education is another mode of teacher education for in-service teacher, but for those who have not done Bachelor of Education (B.Ed.) before joining the teaching profession. Previously it was also known as correspondence teacher education, but now the nomenclature is changed to distance teacher education.

MODERN TRENDS IN TEACHER EDUCATION

The teacher is the principal agency for implementing educational programmer at various levels. Although his main role is and will be teaching and guidance of his pupils, he has to promote research, experimentation and innovation. Teachers have to play a pivotal role in extension and social service and have to participate in the management of various services and activities which educational institutions undertake for implementing their programmer. Professional or pre-service training of teachers is a prerequisite in all parts of the country. Most of these institutions suffer from inadequate resources-human, physical and academic to provide good professional education. In many universities curricula are not made up to date and teaching practices are perfunctory to a great extent (Sharma, 2004). In view of the emerging roles of teachers under NPE, it has been envisaged that both pre-service and in-service courses for teachers should be developed and organized at the DIET level. These teachers also include the personnel working in non-formal and adult education programmer. The programmer of an Elementary institution would include (POA, 1992):

- 1) Pre-service and in-service education of teachers for the formal school system.
- 2) Induction level and continuing education of non-formal and adult education instructors and supervisors.
- 3) Training and orientation of heads of institutions in institutional planning and management and micro-level planning.
- 4) Orientation of community leaders, functionaries of voluntary organizations and other influencing school level education.
- 5) Academic support to school complexes and District Boards of Education.
- 6) Action Research and experimentation work.

7) Serving as evaluation centre for primary and upper primary schools as well as non-formal and adult education programmes.

8) Provision of services of resources and learning centres for teachers and instructors.

9) Consultancy and advice, for example, to District Boards of Education(DEB).

Steps have already been taken for identifying and setting up of the DIETs and recruiting suitable personnel as Heads and Staff Members of these institutions. These personnel would be trained and reoriented in cooperation with National Council of Educational Research and Training (NCERT), State Council of Educational Research and Training (SCERT), National Institute of Educational Planning and Administration (NIEPA), University Departments of Education and Advanced Teachers Training Colleges. The AE/NFE resource units would be an integral part of DIETs for which additional staff would be appointed with the Central Government assistance. Facilities of latest technologies would be provided at DIETs, and the faculty members would be encouraged to develop learning resources and media programmes and should also improvise their own instructional materials. The Colleges of Teacher Education would continue to prepare teachers for secondary schools, and the Universities in cooperation with National Council of Teacher Education (NCTE) would exercise responsibility for their academic matters, e.g. conduct of examinations, award of degrees and ensuring the quality of secondary teacher education institutions. These institutions would also be entrusted with continuing education programmes for secondary teachers. Some colleges of Teacher Education would be developed as comprehensive institutions for organizing programmes for primary teacher education and possibly, four year integrated courses after higher secondary stage, in addition to usual B.Ed., Master of Education (M.Ed.) Courses. These comprehensive institutions would also be provided with facilities and staff for undertaking research and for supplementing the efforts of SCERTs. Good colleges and Departments of Education would be given autonomous status in order to promote innovations and experimentation. The Institutes of Advance Study in Education (IASEs) and Colleges of Teacher Education (CTEs) would also work more intensively in the areas of in-service and pre-service training, research, publication of materials, etc. The SCERTs would be required to play a very crucial role of planning, sponsoring, implementing, monitoring and evaluating the in-service education programmes for all levels of teachers, instructors, supervisors and so on. The needs for in-service education of these personnel would arise from change of national goals, revision of school curricula, new inputs in teaching-learning system, improving background of teachers, etc. The SCERTs would also prepare suitable materials for in-service education of teachers, undertake orientation of key-persons monitoring and evaluation of programmes. Since all in-service education programmes cannot be organized in face to-face modality, especially in view of the numbers involved, distance in-service education should be provided with the help of broadcasting agencies SCERTs would be equipped with necessary resources for production of learning materials other than print. Minimum essential equipment to record audio and video programmes would be provided to each SCERT. The comprehensive colleges of education, IASEs, CTEs and DIETs would also be provided production facilities in a phased manner. Experiences especially those of voluntary organizations should be drawn upon in designing courses, developing materials and modalities for in-service education. The POA (1986) has also visualized that a separate cadre would be created for appointment of personnel in SCERTs, Teacher Training Colleges and

DIETs. These selected persons would be given various incentives, better service conditions and continuing education. There would also be interchange of teaching and teacher education personnel. The NCTE has to be strengthened to meet the emerging challenges and be conferred autonomous as well as statutory status. The curricula for teacher education programmes should be revised in the light of the new policy thrusts and with emphasis on integration of education and culture, work experience, physical education and sports, unity and integration of India, planning, management, educational technology, etc. are emerging areas of importance bearing impact on curriculum development, innovations, research and experimentation. Besides, need-based printed materials, modern media and methods would be utilized to an increasing extent for improving competence of the personnel.

IN-SERVICE TEACHER EDUCATION: CONCEPT AND NEED

There is a need of some sort of provision which may make the teachers up-to-date with respect to the knowledge of his subject of teaching, methods and techniques and innovative ideas in each sphere of his academic life. For the sake of this reason, the idea of in-service education has emerged. In-service education may be defined as continuing education of teachers and other educators which commences after initial professional education is over, and which lead to the improvement of professional competence of education all throughout their careers. In other words, in-service education is designed to promote the continuous development of profession by providing of the teacher after he enters the teaching profession by providing planned and systematic instruction within an educational setting. The term in-service education is commonly used to denote planned efforts to promote the professional growth and development of teachers. In-service education includes all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Teacher education institutions can extend their services outside their premises either through the visits of their staff for consultations, lectures, or conducting courses, or through lending of books and equipment. Such services are also called as 'Extension Service' because these are extended beyond the physical limits of an institution and aim at promoting the professional growth of teachers by adding to their repertoire of skill and knowledge. In-service teacher education has variously been defined by different Educational Theoreticians. According to Buch (1968), "In-service education is a programme of activities aiming at the continuing growth of teachers and educational personnel in-service". It may be regarded as the sponsoring and pursuing of activities which will bring new insight, growth, understanding, and co-operative practices to the members of teaching profession and arouse them to take action to improve themselves' in every possible manner. In other words, it may be regarded as including all activities and experiences participated by the educational personnel in education during their services. These activities are planned and organized by various agencies to help the educators to improve as persons and to mature as professionals.

EMERGENCE OF DIET

Various commissions and committees appointed after independence have taken initiative in restoring the Indian education; its indigenous character and universal converge. The Education Commissions (1964-66) strongly pleaded for internal transformation of education of the nation, qualitative improvements in education so that the standards achieved were adequate and kept continually rising and

became internationally comparable in a few sectors and the expansions of educational facilities on the basis of manpower needs with accent on equalization of educational opportunities. (Education Commission, 1964-66) The NPE (1986) emphasized that the existing system of teacher education will have to be overhauled. A novel educational institution has been conceived and defined in the NPE (1986). To establish such an institution called DIET is the result of the determination for the improvement of teacher education at elementary level.

CONCLUSION

The findings obtained from the study about the content of in-service training programmers showed that no definite conclusion could be derived requesting the improvement in the content of in-service training programmers while resource persons opined that they discussed about the difficult points of content matter. But in 1987 at a similar type of finding which reported that major achievement of in-service training programmers was update in the teacher and content area. In the present study teachers also responded that new concepts were well explained in in-service training programmers. In 1996 it is supposed this view, which showed that teachers believed that the programmed had helped them to acquire the necessary knowledge regarding the content. In 1999 arrived at similar type of findings which reported that teachers expressed their views that they had clarity about the objectives up extent course content met the training needs comprehensible to some extent.

REFERENCE

- [1]. Dave R.H. (1999) towards effective teacher educations Ahmedabad IASE
- [2]. Gupta K.M.(1998) Learning achievement of primary teacher a study of in-service education programme.
- [3]. MHRD(1986) New Education policy 1986 New delhi.
- [4]. NCERT(1964-66) education and national development report of education commission delhi.
- [5]. NCTE (2008) B.Ed. (two years regular programme New delhi)
- [6]. Pao R.(2003) Development of an in-service training programmes for navodayavidyalaya teachers in meeting students emotional needs.
- [7]. TyagiGurusaran Das Educational development in India Agrawal publication
- [8]. Mangal M.K. Education in Indian Society Agrawalpublication.