



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

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### Abstract

*The present paper is an attempt to study the status of in-service training programmer for elementary teachers organized by the DIETs of Himachal Pradesh. Two mega projects in school education like SSA and RMSA are being implemented by DIETs in Himachal Pradesh. In these projects there is a provision of in-service training programmer for school teachers. Every year, every DIET of Himachal Pradesh organized various types of training programmer for all Categories of teachers. This paper mainly focused on in-service training of elementary teachers in terms of need assessment, planning and implementation of the training programmer. Efforts had been made by the researcher to investigate the design of the training programmer, use of ICT, training techniques and strategies adopted by the resource persons and teacher-educators of DIETs. In this research work efforts had also been made to assess the quality and types of training material provided by DIETs for in-service trainees. It has been observed that after the completion of training programmer no mechanism is adopted for monitoring and evaluation of these training programmers. This practice leads to wastage of time and resources provided by government for organization of these training programmers. In this paper the investigator also made efforts to see whether in real way some mechanism adopted by DIETs to monitor and evaluate the in-service training programmer in real class room situation after the completion of training programmer. The views of Heads of elementary schools have also been assessed to validate the information gathered by the in-service teachers.*

**Keywords:** Effectiveness, Diet, School Teachers

### Introduction:

All formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his/her responsibilities effectively can be called teacher education. Throughout the ages, teaching has been considered the world over as the noble profession and the society is indebted immensely to the teachers for the responsibility that they carry for the shaping the destiny of the nation by the education of young generation. Therefore, teachers should have high academic and professional competencies. The development of any democratic country depends on the status and performances of teachers. The large numbers of „Teacher Education“ institutions have been set up after independence in our country, but they could not produce effective teachers, and the reason is that main emphasis is given on theories, acts, and operations and not on the development of acquire teaching competencies. Teacher education programmers are supposed to prepare the teachers to guide the learners and to lead the learning process. The government of India with an intention to revamp the educational scenario appointed a good number of committees and commissions. The University Education Commission, constituted under the chairmanship of Dr. S.

Radhakrishnan, recommended for remodeling of teacher training programmes giving more time to school practices and more weightage to practice in assessing students' performance. Then the Secondary Education Commission presented one of the most important educational documents of free India. The Commission made the following important recommendations on teacher education: 1.) Removing the isolation of teacher training; teacher education must be brought into the main stream of the academic life of the Universities on one hand and of school life and educational developments on the other. 2.) Improving professional education; the essence of a programme of teacher education is „quality“. This can be done through (i) organization of well-planned subject orientation (ii) introducing integrated courses (iii) vitalizing professional studies and (iv) using improved methods of teaching. 3.) The duration of training courses should be two years for primary teachers who have completed the secondary school course and one year for the graduate students. 4.) In-service education of school teachers: programmes of in-service education for teachers should be organised by Universities, training institutions and teachers' organizations for teachers at all levels. Incorporating the recommendations of Education Commission (1964-66), the National Policy on Education (1968) was announced by Government of India. The policy made recommendations regarding the service conditions of teachers, academic freedom of teachers and in-service education. National Commission on Teachers (1983-85) appointed by the Government of India in 1983 under the chairmanship of Prof. D.P. Chattopadhyaya. The commission suggested the professional preparation with (1) study of education as a discipline including educational psychology, sociology of education and educational philosophy, (2) practice teaching and its content-cum-methodology, and (3) Learning a variety of skills related to the role of a teacher; including educational technology and preparation of software.

The government of India announced a New Educational Policy in 1985. Accordingly National Policy on Education was produced in 1986. It made many important recommendations on Teacher Education like: i) The new knowledge, skills and attitudes should be developed among teachers to meet the present needs. ii) Orientation of teachers should be a continuous process of teacher education. iii) Like SCERT at state level, the district level body may be established and it may be called as the District Institute of Education and Training (DIET) (National Policy on Education, 1986). Besides the aforementioned Commissions on education a number of national level committees were appointed like National Committee on Women's Education, (1958) (Chairman: Smt. Durgabai Deshmukh), Review Committee on Education, (1960) (Chairman: Prof. N.K. Sidhanta), Study Group on the Training of Elementary Teachers in India, (1961) (Chairman: Sri. Raja Roy Singh), Committee for Review of National Policy on Education-1986, (1990) (Chairman: Shri Acharya Ramamurti), Committee of National Council for Teacher Education on Distance Education Mode, (1990) (Chairman: Prof. M.B. Buch), Committee of University Grants Commission on B.Ed Correspondence, (1993) (Chairman: Prof. Ram Lal Parikh) and Committee of NCTE on Different Modes of Education used for Teacher Preparation in India, (1995) (Chairman -Dr. R.C. Das).

### **Important Landmarks to Strengthened Teacher Education in Free India**

1. Establishment of NCERT and Regional Colleges of Education: The National Council of Educational Research and Training (NCERT) was set up in 1961, merging Central Institute of Education, Central Bureau of Text-Book Research, Central Bureau of Educational and Vocational Guidance and National Institute of Basic Education. The Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore were established under the auspices of NCERT in 1963. These regional colleges were meant to integrate professional and general programmes by organizing content-cum-pedagogy courses of four-year

duration. 2. Establishment of State Councils of Educational Research and Training (SCERTs): In each state, a State Council of Educational Research and Training was established during 1960s. One of the major functions of these councils is to control and supervision of elementary teacher training programmers. 3. Establishment of National Council for Teacher Education (NCTE) : The Ministry of Education, Government of India established the National Council for Teacher Education (NCTE) in 1973, for maintaining the standards of teacher education in the country. But NCTE could not function effectively till 1993, when it was given the statutory status as an apex body at national level. 4. Establishment of District Institutes for Educational Training (DIETs): The District Institutes for Educational Training (DIETs) were established as a follow-up of the National Policy on Education, 1986. They are the main supply institutions for the initial training of elementary teachers in most states in the country. Now DIETs function in multiple areas-teacher training (in service and pre -service), curriculum and materials development, research and extension, planning, and management. Besides the establishment of various councils and apex bodies, schemes like District Primary Education Programme (DPEP), during 1990s and SSA in 2001, NCF2005, RTE-Act and NCFTE 2009 various curricular reforms, made their own impact on the teacher education system from time to time. Now the teacher education in the country has grown up to conduct a number of courses at various levels.

### **In-service Teacher Training Programmer in Himachal Pradesh**

The in-service training programmer is not of very recent origin in Himachal Pradesh. The history of in-service teacher education in the State goes back to September, 1962, when the Department of Extension Services was established in Post Graduate College at Dharamshala and in basic Training College of Education which was established in 1956 at Dharamshala by NCERT. The department of extension services caters the need of all categories of teachers viz. primary, middle, high and higher secondary. Initially, the department cater the need of the schools of the districts of North-zone of Himachal Pradesh, i.e. Kangra Kullu, Gurdaspur some part of Hoshiyarpur. However after the reorganization of the state of Punjab in 1966, the area of Department of Extension Service was limited to district Kangra and Chamba. The primary teachers got orientation through Department of Extension Service till 1994. With the Establishment of DIETs in Himachal Pradesh, the whole responsibility of pre-service as well as in-service training of teachers shifted to these institutions. Since the establishment of DIETs, these institutions have been actively busy in organizing seminars, conferences, workshops, orientations and training programmers ranging from the duration of one day to one month. Presently, DIETs are imparting pre-service training to the primary teachers and in-service training to all elementary and secondary teachers. It is worth mentioning here that two major Projects SSA and RMSA are also implemented through the DIETs of Himachal Pradesh. Varieties of training programmers for in-service elementary and secondary teachers, school heads, members of school management committees, community members and members of Panchayati Raj Institutions (PRIs), instructors of special education are organized by DIETs.

### **Role of DIETs with special reference to In-service Training Programmers**

Continuous in-service education of teachers is necessary to keep them abreast of the changes taking place in their professional environment and to develop their skills and attitudes in the light of their changing role. Latest approaches and methodologies should be followed in the training. This DIET has to made interaction with field to identify problems and prescribe solutions and to collect information about worthwhile experiences, innovations and success stories etc. Action researches and experimentation has to be conducted, to tackle the specific problems of schools in the district. These field

experiences may be used in different in-service education programmers. The main functions of DIETs in accordance with DIET guidelines are given below:

1. To assist educational authorities in planning and coordination of in-service educational programmers for elementary teachers throughout the district, and to plan and coordinate such programmers held in DIET, Pursuant to this, the branch has to:
  - i) Identify training needs of elementary teachers in the district and prepare a perspective plan for meeting such needs;
  - ii) Prepare an annual calendar of all programmers to be held in DIET and;
  - iii) Help concerned authorities in preparing an annual calendar of in-service programmers to be held outside the DIET.
2. To serve as the nodal branch for organizing:
  - i) All those in-service education programmes for teachers and head masters at the Institute, whose content does not relate exclusively or pre dominantly to any one branch i.e. programmes of a relatively general/omnibus nature.
  - ii) Orientation programmes for resource persons who conduct in-service programmes for teachers at other centres in the district (i.e. outside the DIET).
  - iii) In-service education programmes for teachers in the distance/distance-cumcontact-modes.
3. To evaluate and monitor the quality and efficacy of in service programmes held in and outside the DIET, and to strive for their continuous improvement.
4. To maintain a database on all persons, except NFE/AE personnel, who undergo training at the Institute, and to organize follow up activities pursuant to such training, through correspondence, visits, transmission of printed material, etc.
5. To serve as a reference and resource centre for teachers who wish to continue their education.
6. To act as the nodal branch for all action research and field interaction (including extension) activities of the institute which may include, inter alia?
  - i) Coordination of in house action research activities and dissemination of its results.
  - ii) Acting as a clearing house for information on results of all studies, researches and innovations etc. in the area of Elementary Education-whenever undertaken.
  - iii) Publication of a periodic newsletter and an institute journal to be sent to every elementary school/NFE/AE center in the district.

Many of the research studies had been consulted by the investigator about the in-service training programmer. Few highlights have been given as: SCERT (1980) conducted a study to evaluate the in-service training programmer for primary teachers in the selected government and aided teacher training institutions. The following conclusions were made:

- 1) The key persons of the course felt that inadequate staff, lack of individual attention and unavailability of books was the main problems in training programmers.
- 2) The participants felt that in-service training programmer was good and helped in developing knowledge about new concepts.
- 3) The participants felt motivated to implement most of the teaching strategies taught during the course.
- 4) The participants felt that skills to be used during classroom teaching were not adequately practiced during the training programmers.
- 5) Adequate stress was laid on the learning of concepts in science rather than teaching of the concepts.

6) The laboratory techniques employed during the training programmer were quite useful but it was not possible to implement many of the activities because of the heavy syllabus in the primary classes.

Sathyanesan (2001) conducted study to assess the effectiveness of in-service training programmer for teachers, headmasters by DIETs. The study revealed that most explored theme in the in-service training programme delivered were learner centred approaches, objective based instructions, environment based approach, and teaching of mother tongue. The study also reported there was no systematic arrangement in DIETs for extending the resource support to the schools. The study identified that even though DIETs guidelines underlined the importance for need assessment of in-service teachers, the DIETs haven't given sufficient importance for need assessment of in-service training programmes. Sharma (2006) reported in her study that all the teachers were aware of in-service training programme under SSA in Himachal Pradesh and they were provided opportunities for participating in these training programmes teachers were generally deputed to training programme on the basis of their teaching experience and they received full cooperation from their heads of schools attending these training programmes. It was further reported that selection of subject areas for training programmes was done on the basis of the needs of teachers and students. The resource persons involved in the training programmes and they were provided with teaching learning materials in training programmes. Furthermore, it was concluded that teachers had a positive attitude towards in-service training programmes and they perceived programmes have practical utility in improving their teaching methods, understanding the children's characteristics and preparing teaching learning materials. However, there was lack of follow-up programmer for ascertaining the impact of in-service training programme on teachers' competencies.

Chauhan, Sharma and Rawat (2008) studied in-service teacher training programme under SSA in Sunni educational block of Shimla district highlighted the following ground realities related to teachers' training: 1) The training component had been found useful for the teachers to a large extent in the areas of use of TLM in classroom situations, activity based teaching and child centred approach followed by subject enrichment. 2) Training material was made available to 98 percent trainees when the training programmes were organized. 3) By and large the training modules in the subjects of Hindi, Maths, EVS, CCE, general teacher training, co-curricular activities, physical and health education and gender issues were appropriate for the teachers and fulfilled their needs except modules on IED and Art education. 4) The resource persons stressed mainly on lecture-cum-demonstration approach while communicating with the trainees instead of demonstration techniques, which were rarely used during the training programmes. 5) Majority of teachers in the sampled schools i.e. 84% were found teaching in the rural areas and 16 percent in the urban areas. National Knowledge Commission (2009) report stated that the training of teachers is major area of concern at present, since both pre-service and inservice training of school teachers is extremely inadequate and also poorly managed in most of the states. Hence it is important to teacher training institutions to take immediate steps to improve initial training curricula. Azim Premji Foundation Report (2010) on the status of DIETs in India, reflected that most of the DIETs, which were conceived as teacher training and curriculum development institutions, have failed to live-up their roles. The performance of DIETs across the country has been abysmal. The poor educational achievement among students in Government schools is telling example. The report also identified some problems faced by these institutions: poor infrastructure, disturbing number of vacancies, personal issues related to faculty and staff, dysfunctional programme. Garet et al, (2010) conducted a study in USA entitled „Middle School Mathematics Professional Development Impact Study: Findings after the First Year of Implementation.“ It was found that the

professional development programme did not produce any significant impact on teachers' knowledge of rational numbers, the professional development programme had a statistically significant impact on the frequency with which teachers engaged in activities that promoted students thinking and did not produce a statistically significant impact on students' achievement. Jamil et al. (2011) conducted a study to find out the association of in-service training with, and its effect on, the performance of school teachers for the academic betterment of the students. The study revealed that a significant correlation existed between in-service training and the performance of the teachers. Hoque et al. (2011) conducted a study entitled, "Impact of Teachers' Professional Development on School Improvement in Bangladesh." The findings of the study revealed that teachers' professional development activities have a significant impact on school improvement. Yadav (2012) conducted a study in 15 states of India and observed positive impact of INSET (In-service Education for Teachers) on class room transactions in the states of Tamil Nadu, Madhya Pradesh, Andhra Pradesh, Chhattisgarh, Gujarat, Orissa and Uttar Pradesh whereas this impact was not found significant in the State of Maharashtra, West Bengal, Bihar, Haryana, Nagaland and Rajasthan. Singh (2013) conducted a study entitled as elementary Education in Himachal Pradesh under Sarva Shiksha Abhiyan: An Evaluative Study". The findings of the study reflected that all the elementary level teachers of Himachal Pradesh undergone 15 days compulsory in-service training through SSA on general areas but a very few teachers had received training in content enrichment area. There was no proper mechanism for evaluation of various teacher training programmes. Most of the training programmes were theoretical, practical demonstration were rarely seen in these training programmes. It has also reported in many studies that most explored theme in the in-service training programme delivered were learner centred approaches, objective based instructions, environment based approach, and teaching of mother tongue and of view that such training programmes be made integral part of the educational programme for teachers. It has been concluded in many studies that inservice training programmes are compulsory for the professional development of teachers and quality of teaching. The in-service training programmes are not found need based and experience based, in the training programmer field visits, practical aspects are not included in the training.

### **CONCLUSION:**

Training is one of the most important tools for upgrading and updating knowledge in every field. Training programmers need to be strengthened by organizing extensively and vigorously training courses covering various techniques and skills that is very much important for the teacher to improve their quality of teaching and help them to focus on using more participatory techniques and field visits that will make content more clear and understandable. After the training, participants should be provided printed material, upto date teaching manual, productive and innovative teaching aids that will be helpful for them to demonstrate the teaching content.

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