

An Empirical Study of Teacher Education Programme Impact on In-Service Primary Teachers

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I. Introduction:

In-service education and training is that education and training that is provided to formally qualified teachers working in schools. And idea teacher is a lifelong learner. A teacher can never truly teach unless he is learner himself. A lamp can never light another lamp unless it continues to burn its own flame but the teachers cannot learn everything by themselves. Certain aspects of leaning require guidance from experts. Here comes the necessity of in-service education. In-service trainings are most important and taken to include all the courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Training has been defined as "Systematic development of attitude, knowledge, skill, behavior patterns required by an individual in order to perform adequately a given job or task". A teacher must have knowledge of his subject, methods and techniques of teaching which affect his teaching. For training purpose upon the nature of the job it is necessary to know which part of knowledge is essential.

II. Objectives of the Study:

The specific objectives of the study are as follows:

1. To understand about the various in-service teacher education training institutions.
2. To study the teacher education programme and its impact on in-service primary School teachers.

III. Research Methodology:

For the present work, the following methodology is adopted. Paper covered both primary and secondary data. To collect primary data 200 respondents were approached from primary schools of Indi taluk of Vijayapura district through questionnaire from the primary school teachers, those who have completed in-service teacher training Programme. Secondary data have been collected using books, research papers and website etc. Percentage method used to analyze data so generated.

IV. Teacher Education Programme:

Teacher education program may be broadly categorized in two i.e., pre-service and in-service teacher education. Pre-service teacher education is foundation of teacher's

education. It is an important input to up mark the quality of teachers as teachers are unable to get at frequent internal in-service education, pre-service education should be sound and profound so that the teacher is able to tackle different challenges in the education system. On the other hand, in-service education of teachers helps the teacher to update his/her knowledge of the subject-matter, innovations in the field of education and development skill in new pedagogy, transaction strategies evaluation etc., to enlarge the teacher's experience and vision.

Many developments were occurring in the field of teaching at elementary level. District Institutes of Education and Training (DIET) and its assistive bodies organized many in-service training programmes for regular enhancement of knowledge and transaction related competencies. Therefore it is an important aspect of any educational research focusing o the in-service training of elementary teachers to analyze existing in-service training programmes run by DIETs and its assistive bodies.

A. Objectives of In-Service Education:

The teacher needs orientation in various fields of education. This is necessary to enable him fresh in the light of progress and new developments in the field of education. The teacher education has to achieve the follow objectives.

1. To equip the teachers with the latest content or subject-matter in their specialized field.
2. To initiate the teachers in the habit of self study with ultimate aim of keeping them a best of the latest development in their own an allied field.
3. To development suitable and varied programme to meet individual needs, school need and the needs of the state with regard to education extension.
4. To help the teachers learn economical and effective methods of teaching.
5. To follow up the teacher who under in-service education to reinforce the objective of the training.

B. In-Service Teacher Education Institutions:

The following are the types of teachers training institute for various levels of education.

1. National Council of Education Research and Training (NCERT):

National council of educational research and training is an autonomous organization under the development of education of the ministry of human resources development, Govt. of India. It has its head quarters at New Delhi. The NCERT is involved in improvement of the quality of teacher education and improvement of school curricula. The council also under-takes research in for the purpose. It involves the school teachers in its programmes and gives them training. The council has four regional colleges of education located at Bhubaneswar, Bhopal, Mysore and Ajmer. Each regional college has a extension services departments. These departments as well as field adviser offices undertake in-service programmes. The council also conducts seminar reading programmes meat for teacher educators.

2. State Councils of Educational Research and Training (SCERT):

The state councils of educational research and training are state level organizations to carry out research on school curricular and teacher education. Certain states have similar organizations-state institutes of education and state institutes of science education which also undertake similar tasks. These institutions carry out various projects and train teachers participating in these projects.

3. Central Board of Secondary Education (CBSE):

Central Board of Secondary Education (CBSE) and for that matter all other boards of school education have been set up for the primary objective of holding examinations and awarding certificate to the examinees. Besides these basic functions, the boards also carry out certain other activities which include in-service education of teachers. Among these boards CBSE has been actively organizing various INSET programmes from time to time.

4. Extension Education Centres (EEC):

Extension education centers have been an important and rich source of in-service education and support to our working teachers. As pioneers in the organized in-service education of teachers, they started appearing on the education scene from 1955. Initially these centers but later they were also set-up in primary teachers training institutions and in state institutes of education in some states. In the early years of their inception their programmes and activities were monitored by the All India council for Secondary Education Programmes for secondary education and the national institute of basic education for some time and afterwards the department of field services of the NCERT supervised their activities.

5. Centres for Continuing Education (CCE):

In 1977, the NCERT drafted a scheme to established 150 centres for continuing education (CCE) in the states and the union territories in cooperation with the State/UT Governments. CCEs would provide in-service education and support through:

- a. Correspondence courses and contact programmes or tutorials.
- b. Lecture, discussions, demonstrations and other activities for enriching knowledge of subject-matter as well as orientation in pedagogy.

6. District Institutes of Education and Training (DIET):

District Institutes of Education and Training (DIET) have been proposed in the NEP-1986 and the programme of Action that followed as those educational institutions which will cater to all educational and training needs, both pre-service and in-service of the elementary education is the teachers and other functionaries. As per DIET guidelines (1989) DIET's were established with the following objectives:

- a. To provide highly enriched training to elementary school teachers and non-formal and adult education functionaries.
- b. To provide facilities of qualities of qualitative improvement for the professional growth even of the lowest personnel.

V. Various In-Service Training Programme for Primary School Teachers in Karnataka:

District Institutes of Education and Training (DIETs) conduct continuous in-service programmes to primary teachers under their jurisdiction. Under Sarva Shiksha Abhiyan (SSA) each DIET also gets substantial funds for conducting in-service teacher training programmes for primary teachers.

Various Human Resource Development Training Programme

Sl. NO	Programme Name	Participation	Duration
1	Nali-Kali	LPS Teachers	7 Days
2	Spoken English Course	LPS&HPS Teachers	3 Days
3	British Council	HPS Teachers	6 Days
4	Rachana (NCF)	HPS Teachers	5 Days
5	Chithanya	LPS Teachers	3Days
6	Chitanya Tarni(TLM)	LPS Teachers	2Days
7	Cluster level sharing work shops	LPS&HPS Teachers	8Days
8	Jeevana Vijnana	HPS Teachers	5 Days
9	Hindi Khali-Khili	HPS Teachers	3Days
10	Sevadala and Scouts & Guides	HPS(PE) Teachers	7Days
11	Prerana (Newly teachers)	LPS&HPS Teachers	15Days
12	Evaluation	HPS Teachers	3 Days
13	Teleconference	LPS Teachers	3Days

Source: DSERT

VI. Analysis of Data:

The data collected by the primary school teacher using questionnaires was analyzed using simple percentage technique.

Table No. 1: Sex-Wise Composition

Sl. No.	Sex	Frequency	Percentage
1.	Male	115	57.5
2.	Female	85	42.5
Total		200	100

Source: Field Study

Table No. 1 shows that among the 200 teachers selected for the study as many as 115 (57.5%) were male & the remaining were female 85 (42.5%). Since the teachers were selected from the primary schools on the day of visit through randomization.

Table No. 2: Educational Status of Teachers

Sl. No.	Educational Status	Frequency	Percentage
1.	SSLC	01	0.5
2.	PUC	128	64
3.	Graduation	48	24
4.	Post- Graduation	23	11.5
Total		200	100

Source: Field Study

The basic educational background is very important concept of education. in this view, the data analyzed in this regard is presented in Table No. 2. The data reveals that majority of them 128 (64%) were having educational qualification is PUC, 48 (24%) were having graduation and then followed by post graduation 23 (11.5%). Only 1 (0.5%) of the teachers were having educational qualifications up to SSLC.

Table No. 3: Status of Professional Qualification of Teachers

Sl. No.	Particular	Frequency	Percentage
1.	ITC	134	67
2.	D.Ed / C.P.Ed	37	18.5
3.	B.Ed / B.P.Ed	21	10.5
4.	M.Ed / M.P.Ed	08	4
Total		200	100

Source: Field Study

It is observed from the Table No. 3 majority of respondent were having ITC qualification 134(67%), then followed by D.Ed 37(18.5%), B.Ed 21(10.5%) and 08(4%) of teacher having M. Ed qualification. Though majority of the teacher were drawn from primary category of schools yet the trend of professional qualification of the teachers reveals that the teachers were possessing better education qualification.

Table No. 4: Teaching Experience of Teachers

Sl. No.	Experience in Years	Frequency	Percentage
1.	Below 5 Years	16	08
2.	6 to 10 Years	34	17
3.	11 to 15 Years	28	19
4.	16 to 20 Years	116	58
5.	Above 20 Years	06	03
Total		200	100

Source: Field Study

The above Table No.4 indicates that, the more 116 (58%) number of the teachers were having '16 to 20 Years' teaching expediencie and less number of the respondents havening 'Above 20 Years' teaching experience because it is expected from the fact recruitment of teachers on massive scarce has been initiated.

Table No. 5: Opinion of teachers on attending Trainings

Sl. No.	Response	Frequency	Percentage
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1.	Yes	200	100
2.	No	00	00
Total		200	100

Source: Field Study

Training is most important to in-service teachers. The above Table No. 5 shows that all 200 (100%) respondents attended in-service trainings.

Table No. 6: Opinion of Useful Training Programme

Sl. No.	Response	Frequency	Percentage
1.	Yes	200	100
2.	No	00	00
Total		200	100

Source: Field Study

Table No. 7: Comprehension

Sl. No.	Response	Frequency	Percentage
1.	Yes	188	94
2.	No	12	06
Total		200	100

Source: Field Study

The Table No. 7 explains that the majority 188 (94%) of respondents replied that training is improved their comprehension after the training, where as only 12 (06%) maintained that there was no impact of the training programmes on their comprehension.

Table No. 8: Opinion Curricular Subject and Method of Teaching (Pedagogy)

Sl. No.	Response	Frequency	Percentage
1.	Excellent	46	23

2.	Better	128	64
3.	Good	26	13
4.	No Idea	00	00
Total		200	100

Source: Field Study

From the Table No. 8 it is clear that, 46 (23%) respondents termed it as excellent; 128(64%) respondents as better training and 26 (13%) respondents as good training.

Table No. 9: Opinion of Teachers on Behavioral and Managerial Skills

Sl. No.	Response	Frequency	Percentage
1.	Yes	188	94
2.	No	12	06
Total		200	100

Source: Field Study

The question was asked to the respondents that, whether you improved skills after the training or not, it was found from Table No.9 that all the 100 percent respondents maintained that, following the training programmes, there was an improved in their skills, leading to effective teaching.

Table No. 10: Opinion of Teachers on Behavioral and Managerial Skills

Sl. No.	Response	Frequency	Percentage
1.	Excellent	42	21
2.	Better	112	56
3.	Good	46	23
4.	Bad	00	00
Total		200	100

Source: Field Study

The Table No. 10 demonstrates that, 21 percent felt that their communication becomes excellent after the training; 56 percent respondents said that their communication skill became better, after the training while 23 percent respondent that the improvement was good all are improvement in their communication skills.

VII. Summary any Finding of the Study:

The major findings of the study are as follows:

1. It is found from the study that, majority of the respondents 115 (57.5%) male teachers.
2. More than 64 percent of the respondents have passed PUC but very few teachers completed graduation 24 percent and post graduation 11.5 percent.
3. Nearly 67% of respondents had professional qualification ITC.
4. All respondents 100% have undergone training programmes.
5. Cent percent respondents improved his or her behavioral and managerial skills after attending the training.
6. After the completion of their training the teacher had developed a wonderful communication skill with the students.
7. In-Service trainings are good impact on primary schools.

VIII. Conclusion:

It is very clear from the study that there is no dearth of training programmes for teachers. Training programmes have good impact on the in-service primary school teachers and training provides more useful information to teachers. That to in today's competitive world user education is very essential for teacher and student to reach the unreached.

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