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GRT IN-SERVICE TEACHER EDUCATION PROGRAMME : TEACHERS' PERCEPTION

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Abstract:-Teacher education – both pre-service and in-service is responsible for developing quality teaching work-force. It is generally observed that the quality of pre-service teacher education is low. It does not equip prospective teachers with requisite knowledge, skills and attitudes to perform effectively in their work-situation. So, in-service education of teachers is considered to be key aspect of school improvement efforts. The training, retraining and updating of teachers are widely recognized as essential factors in the development of teachers' quality because teacher quality is a major factor contributing to improvement in learning outcomes of students. The purpose of this paper is to explore the perception of teachers towards in-service teacher education programme. The study was carried out at the In-Service education programme which was conducted by SCERT under SSA from MAY 13, 2013 to MAY 17, 2013 for primary teachers working in primary schools running under Municipal Corporation Delhi (M.C.D).

Keywords:In-Service Teacher Education Programme and Teachers' Perception.

INTRODUCTION

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame"-TAGORE

Structure of Indian Society is very complex and is passing through various developmental stages and hence education system has modified from time to time. So, the education of teachers has to be considered as an integral part of education system to keep them abreast with new technology in education. If a teacher never goes through in-service training then he seems like a stagnant pool. In the view of Thomas Arnold-

"I prefer that my students should drink from a running stream rather than a stagnant pool."

Prior to 1986, in-service education of teachers was a sporadic affair. The National Policy on Education (NPE) (1986) laid a great deal of emphasis on in-service education of teachers on a continuing basis to improve school quality and thereby to achieve Universal Primary Education (UPE) and Universal Elementary Education (UEE). Enormous resources-human and material are being invested into in-service education of teachers. Though in-service education programmes for teachers are being organized on a continuing basis, but very little is known about the effectiveness of these programmes. Very little information is available whether the training experiences have improved classroom processes of teachers. There are studies which reveal that pupils' achievement only increases when teachers present appropriate content in effective ways in the classroom. Teachers who attend in-service courses often complain that in-service courses are too theoretical, and are too far away from their daily working experiences. It is observed that in-service teacher education programme for skill/knowledge improvement has advantage over basic professional education as it is more informative regarding rapid changes. It helps the teachers in meeting the learning needs of students. Various institutions like State Institution of Education (SCERT), District Institution of Education and Training (DIET), National Council of Education and Training (NCERT), National University of Educational Planning and Administration (NUEPA), National Council of Teacher Education (NCTE) offers in-service teachers training at various levels i.e from elementary level to higher level. To get good fruits in the form of worthy citizens we have to nourish the tree of education properly. Elementary level is the stem root of the tree of education. So elementary level of education needs more attention, in turn primary teachers require in-service teachers training from time to time to improve teaching efficiency. Teacher education is a potent instrumentation for bridging about the desired changes in the society and teacher. Except various apex institutions cited about, Department of Teacher Education and Extension (DTEE) also offers in-

service teacher education programme with the active collaboration of other agencies like All India Primary Teachers Federation(AIPTE), Indira Gandhi National Open University(IGNOU),All India School Science Teachers Association(AISSIA),Ministry of Human Resource and Development(MHRD),Indian Association of Teacher Education(IATE),Regional Institutes of Education(RIEs) to utilize, Indira Gandhi National Open University(IGNOU),All India School Science Teachers Association(AISSIA),Ministry of Human Resource and Development(MHRD). A Special Orientation Programme for Primary Teachers (SOPT) was launched in the year 1993-94.This programme cover almost 4.5lacs primary teachers annually in the country. Under this programme the cascade model has been adopted to provide training to different levels of functionaries. Major function of the SOPT is to develop competencies and professional ethics among teachers to manage learners and diverse situations. Since the implementation of SOPT, 6, 08, 262 teachers have been provided training. SCERT organizes in-service teacher education programmes for teachers in Municipal Corporation Delhi (M.C.D). DIET also resources support organization for Universal Elementary Education Mission (UEEM) under Sarv Shiksha Abhiyan(SSA).

Research in concern with evaluation of in-service teacher education programme will prove helpful to accommodate the educational goals and objective of the national curriculum and help to advise the govt. for the futuristic vision on all matters concerning teacher education including in-service teacher training. It will help to use innovative training technology during in-service education programme.

OPERATIONAL TERMS

In-Service Teacher Education Programme

It refers to the education programmes, a teacher receives when he has entered the teaching profession after he has had his education or training in a teaching institute or college .

Perception

The way of thinking about or understanding any process.

OBJECTIVE OF THE STUDY:

1. To study the relevancy of training content to teacher’s professional learning needs .
2. To study the extent of relevancy of training content.
3. To study the implementation of training content in actual classroom teaching.
4. To study the extent of implementation of training content.

SAMPLE

For the selection of sample random sampling technique was adopted. The sample consisted of 50 teachers working in primary schools running under M.C.D. The sample consisted of both male and female students. Under Sarv Shiksha Abhiyan (SSA), an in-service teacher education programme was conducted for 5 days i.e from MAY 13,2013 to MAY 17,2013 in summer vacations.The survey was conducted on teachers attending the programme at Azadpur colony,Delhi.

Analysis and Interpretation of the Data:

The analysis & interpretation of the data regarding teachers’ perceptions about different aspects of in-service teacher education programme are presented below:

Objective 1:

To study the relevancy of training content to teacher’s professional learning needs.

Teachers were asked whether the training content of in-service teacher education programme was relevant/not relevant to their professional learning needs . Data regarding the responses of teachers are presented below in Table 1.

Number of respondents		Number and percentage of respondents who perceived training content			
		Relevant		Not relevant at all	
		Number of respondents	Percentage of respondents	Number of respondents	Percentage of respondents
Female	45	39	73.58	6	11.32
Male	8	6	11.32	2	3.78

Table 1

Table 1 reveals that total 53 teachers responded about relevancy of training content of in-service teacher education programme out of which 73.58 percent of female teachers and 11.32 percent of male teachers reported that the training content of in-service teacher education programme was relevant to their professional learning needs where as 11.32 percent of female teachers and 3.78 percent of male teachers reported that the training content of in-service teacher education programme was not relevant at all to their professional learning needs.

Objective 2:

To study the extent of relevancy of training content.

Teachers were asked about extent of relevancy of the training content of in-service teacher education programme. Data regarding the responses of teachers are presented below in Table 2.

Number of Respondents		Number and percentage of respondents who perceived training content relevant			
		To great extent		To some extent	
		Number of respondents	Percentage of respondents	Number of respondents	Percentage of respondents
Female	39	32	71.11	7	15.56
Male	6	4	8.89	2	4.44

Table 2

Table 2 reveals that out of the 39 female respondents, who perceived training content of in-service teacher education programme relevant, 71.11 percent reported that it was relevant to great extent and 15.56 percent reported that it was relevant to some extent. Similarly, out of 6 male respondents, who perceived training content of in-service teacher education programme relevant, 8.89 percent reported that it was relevant to great extent and 4.44 percent reported that it was relevant to some extent.

Objective 3:

To study the implementation of training content in actual classroom teaching.

Teachers were asked about the training content in actual classroom teaching can be implemented or not. Responses of teachers in this regard are presented below in Table 3:

Number of Respondents		Number and percentage of respondents who perceived training content			
		Can be implemented completely		Cannot be implemented	
		Number of respondents	Percentage of respondents	Number of respondents	Percentage of respondents
Female	45	32	60.38	13	24.52
Male	8	4	7.55	4	7.55

Table 3

Table 3 reveals that 60.38 percent female teachers and 7.55 percent male teachers reported that the training content of in-service teacher education programme can be implemented completely in actual classroom teaching where as 24.52 percent female teachers and 7.55 percent male teachers reported that the training content of in-service teacher education programme cannot be implemented in actual classroom teaching.

Objective 4:

To study the extent of implementation of training content.

Teachers were asked about the extent of implementation of training content in actual classroom teaching. Responses of teachers in this regard are presented below in Table 4:

Number of Respondents		Number and percentage of respondents who perceived training content Can be implemented			
		To a great extent		To a some extent	
		Number of respondents	Percentage of respondents	Number of respondents	Percentage of respondents
Female	32	29	80.56	3	8.33
Male	4	3	8.33	1	2.78

Table 4

Table 4 reveals that 80.56 percent female respondents and 8.33 percent male respondents perceived that content of in-service teacher education training programme can be implemented to a great extent. 8.33 percent female teachers and 2.78 percent male teachers reported that the training content of in-service teacher education programme can be implemented to some extent in actual classroom teaching.

CONCLUSION:

In-service education can play a significant role in the professional growth of teachers and function as an agent for change in school-related practices. It helps teachers gain confidence by engaging with their practices and reaffirming their experiences. It provides opportunities to engage with other teachers professionally and to update knowledge. A major indicator of quality of training is its relevance to teachers' needs. But most such programmes are not organized according to actual needs. In-service education cannot be an event but rather is a process, which includes knowledge, development and changes in attitudes, skills, disposition and practice — through interactions both in workshop settings and in the school. In-service training, in particular, must be situated within the context of the classroom experiences of teachers. These points are confirmed from the above results, as 84.90 percent teachers found the training content of in-service teacher education programme relevant to their professional learning needs out of which 80.00 percent found its relevancy to great extent as required in schools. Further, the study reveals that 67.93 percent teachers reported that the training content of in-service teacher education programme can be implemented completely in actual classroom teaching out of which 88.89 percent teachers perceived that content of in-service teacher education training programme can be implemented to a great extent.

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