

A Study of In-Service Training Programmes conducted by DIETS for Teachers of Primary Schools

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I. Introduction

The training for the teachers is first given before they take up the profession i.e. pre-service training then training is given at the time of their joining the school i.e. induction training and last but not the least is the training given during the tenure of their services as a teacher i.e. teacher i.e. in service training. In-service training means all education the training received by teachers and other related personnel after joining an educational institution that further develops their knowledge in their subjects and allied discipline. The entire educational systems of our country is in the process of change. We all know that no educational reform can be success full unless the quality of teacher is improved but in turn the quality of teacher depends to a large extent 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.Perfomance in classroom
2. School level performance
3. Performance in out of school activities.
4. Performance related to parental contact & co-operation
5. 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 programmes along with the pre-service training programme 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 for as concern the DIETS are engaged in various kind of in-service programme like special orientation programme on teacher (SOPT) minimum levels of learning (MILLS) district primary educationprogramme (DPEP) trangulhasmaibhyasprogrammesarvashikshaabhiyan (SSA) and principal orientation programme.

Statement of the Problem:- A study of in-service training programmes conducted by DIETS for teachers of primary schools.

Objectives:-To analyze the in-service training programmes in terms of –(a) Its objectives (b) Its relevance to the emerging educational contexts (c) Its content (d) Its mode of presentation.

De-limitation:- In the present study researcher focused on only in-service training programmes organized for teachers of primary schools in sehore district prey schools are managed by government –under district prey schools are managed by government under district education officer & in private sector schools are running under the supervision of Non-Government agency's in this study sample has been selected from the teachers who have attended at least two in service training programmes at DIET center itself in last two or three years.

Methodology:-for the present study investigator used survey method for collectingdatadifferent tools were designed for the study.

Tools:-To collect the data for the present study the following tools were used-

- 1.Aquestionnaire and Oprionaise were prepared for the teachers who had received in-service training programmes. An interview schedule was prepared for teachers and series of questions ware put forward.

2. An observation of training programmes was carried out with the help of observation schedule to analyze in-service training programmes with respect to their content and mode of presentation. All the tools so designed were given to experts for the valuation experts examined content validity nature of questions instructions and language this helped in establishing the validity of the tools.

Objectives of in-service training programme:-

1. Majority of the teachers opined that the objectives of the in-service training programmes were clear. This helped teachers to work more effectively.
2. 75% of the teachers best that the time allotted for in-service training programmes were adequate and duration of in-service training programmes was also enough to enable the fulfillment of objectives of in-service training programmes.
3. Majority of teachers (75%) opined that the objectives of in-service training programmes were fulfilled by resource persons in in-service training programmes.

Relevance to the emerging educational content:-

1. Nearabout 70% resource persons used information and communication technology in in-service training programmes.
2. Almost all teachers (ninety percent) have tried to inculcate the training with the life skill & importance was given to the VEE.
3. All the teachers used innovative methods for teaching in in-service training programmes.
4. All the teachers felt that new concepts were well explained in in-service training programmes.
5. All the teachers & lecturers (100%) responded that the in-service training programmes were able to copy up with the emerging trends of education.

Trends of resource persons used during in-service courses:-

1. Majority of the teachers opined that resource persons mostly used lecture method followed by discussion method.
2. seventy percent of the resource persons provide opportunities for asking questions to teachers and were discussed only about difficult points of content matter.
3. Mostly teachers were asking questions to resource persons when they had some problem in content matter and resource persons tried to answer the questions.
4. Near about eighty one percent of lecturers opined that during in-service training programmes different teaching methods were used.
5. Majority of the teachers (ninety percent) opined that different types of teaching aids were used in in-service training programmes.
6. Most of the resource persons used different teaching aids depending upon level of standard & subject matter of the in-service training programmes.

Conclusion. Discussion & findings of in-service training programme:-

The findings obtained from the study about the content of in-service training programmes showed that no definite conclusion could be derived requesting the improvement in the content of in-service training programmes 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 programmes 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 programmes. In 1996 it is supposed this view, which showed that teachers be if that the programme 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.

Overall Views:- Views regarding the mode of presentation in in-service training programmes showed that these was a scope for the discussion and fruitful discussing took place and opportunities were given teachers presenting their questions. It was also observed in observation of training programmes that mostly lecture method was used for teaching about it was also face that resource persons present their ideas very nicely even though they used lecturer method.

II. Reference

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