

AN EVALUATIVE STUDY OF IN-SERVICE TEACHER EDUCATION PROGRAMMES CONDUCTED BY DIETs OF NCT DELHI

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OBJECTIVES OF THE STUDY

1. To review the present status of in-service teacher education programmes conducted by DIETs.
2. To evaluate the in-service teacher education programmes with respect to:
 - (a) Planning
 - (b) Organization
 - (c) Transaction of Content
 - (d) Evaluation and Follow up Mechanism
3. To study the effectiveness of the in-service teacher education programmes in terms of:
 - (a) Knowledge gained, attitudes developed and skills acquired as perceived by the teachers.
 - (b) The extent to which knowledge gained and skills acquired are of use in the real classroom situations as perceived by the teachers.
4. To find out the problems faced by the DIET faculty in organizing in-service teacher education programmes.

SOURCES OF DATA

- 1) Tools For Assistant Teachers
 - Tools for Assessing Training Needs
 - Comprehensive Need Assessment Questionnaire
 - Subject-based Need Assessment Questionnaires
 - (i) Hindi
 - (ii) Mathematics
 - (iii) Environmental (Social Sciences)
 - (iv) Environmental (Science)
 - (v) English
 - Session-wise Evaluation Questionnaire
 - Comprehensive Evaluation Questionnaire
 - Format for Focused Group Discussion
- 2) Questionnaire for Resource Persons
- 3) Tools for Coordinators
 - Questionnaire for Coordinators
 - Interview Schedule for Coordinators
- 4) Participant Observation Schedule

5) Records: Apart from these tools, some records were also referred

MAIN FINDINGS

- The actual target group, in terms of number of teachers trained, had never been met by any of the DIETs in any year with one–two exceptions.
- In all the programmes observed, none of teachers admitted to attend any pre–programme meetings with the coordinators. Whereas, only eleven, out of eighty, resource persons stated to have attended such meetings before the commencement of two programmes only, to discuss about schedule and content design for INSET programmes.
- Majority of teachers responded that their respective Head Masters/Mistresses nominated them on mandatory basis.
- Most of the coordinators revealed that good rapport with the resource persons, apart from the experience in elementary education were the prime considerations given before engaging the resource persons for INSET programmes.
- The range of time spent on academic activities in one–week programmes was 42.73 per cent to 50.49 per cent. In the three–week orientation programmes the time spent on academic activities was nearly one–third of the total time set for the programmes.
- It was observed that in 58.08 per cent sessions, Lecture Method had been adopted. In the rest of the sessions resource persons had used Discussion, Demonstration and Activity Methods. These sessions were more appreciated by the teachers, as these sessions afforded ample scope to the teachers to participate actively.
- In most of the programmes, the main emphasis was laid on content enrichment while pedagogy was quite neglected in both the types of programmes.
- The rapport among all the three groups viz. the participant teachers, the coordinators and the resource persons was quite good.

- The content transacted in the INSET programmes was needbased and useful to some extent only, as per the responses of majority of the teachers.
- New teaching methods and techniques like child–centered education, teachings with low–cost teaching aids etc. were dealt with in only few sessions.
- The majority of the teachers were not convinced that their attitudes were attempted to be changed through the INSET programmes.
- One of the main objectives of INSET programmes i.e. skill development was dealt in a very limited fashion.
- Most of participant teachers of the INSET programmes believed that the ‘Learnt–content’ in the INSET programmes was usable in the real classroom situations, to some extent only. The main reason being large number of students in the classes they teach.
- No tests of the ‘Learnt–content’ or Questionnaire for the evaluation of the programmes were administered on participant teachers.
- The main problems according to majority of the coordinators in organizing INSET programmes were: (a) lack of ministerial staff, (b) no resource agencies National level/State level or any University for that matter offered any help etc.

- The incentives – TA and DA and the Certificate for Participation in the programmes were not enough to motivate the assistant teachers.
- The coordinators expressed their helplessness of not being able to undertake field interaction and follow-up activities due to scarcity of time and resources.