"A STUDY ON THE EFFECTIVENESS OF 'TEACHER DEVELOPMENT PROGRAM' IN ENGLISH, IN THE CONTEXT OF 'CCE THEORY INTO PRACTICE' IN TAMIL NADU."

D,MARGARET EMILY

DEPUTY DIRECTOR

SCERT,CHENNAI

Education is empowerment. A country's nation building lies in the hands of its teachers. Teachers are valuable human resources that a nation can count upon to mould and nurture its young minds. India has challenges in preparing quality teachers who are the 'torch bearers' of any society.

Teacher education has always been a crucial symbolically significant of education development. Amartiya Sen emphasized that the quality of teacher education is the indices of the progress of a nation.

The Indian `Education Commission (1966) rightly emphasized the need for professional development of teachers. It states that "... in all professions, there is a need to provide further and special course of study, on a continuing basis, after initial professional preparations. The need is most urgent in teaching professions, because of rapid advancement in all fields of knowledge and continuous evolution of pedagogical theory and practice."

Teacher education programmes, both pre-service and in-service require drastic changes in the light of latest policy documents, curriculum frameworks and RTE in the country. It is high time we deal with the professional preparation and continuous professional development of teachers.

The strength and quality of any profession largely depends on how it manages the three stages of preparation, induction and ongoing development of its members.

Implementation of Continuous and comprehensive evaluation of (CCE) in schools in the current scenario, in Tamil Nadu demands teacher development programmes which could develop the right kind of skills, attitudes, values and creative potentialities among the teachers.

There were many programmes in English as part of the continuous professional development for teachers of English in Tamil Nadu implemented by SCERT, SSA and RMSA. SCERT periodically gives orientation to English teachers under the five year plan activities such as 'Communication skills in English', `Written communication in English' and 'Remedial teaching' etc. In 2004 and 2005 when English was introduced in Std. I and Std. II subsequently, trainings were given based on teachers handbook, Audio Cassettes and CDs prepared by SCERT.

Description of the Programme (TDPE)

As language is the most vital tool for communication and mother tongue is considered the convenient mode of effective communication, the content and methodology of teaching English as second language has been critically analyzed at various levels in Tamil Nadu.

The curriculum has been revised as per the recommendations of the NCF 2005 in **Tamil Nadu** during the year 2009-2010. The equitable system of education (Samacheer Kalvi) was introduced for STD I & STD VI in the year 2009 and later in 2010 for other classes. As a result, new textbooks were written after meticulous planning and preparation. It posed great challenge to the Text book authors who were teachers and part of the text book committee.

As the result of the curricular revision, the emerging new text books, and the implementation of CCE at the elementary level, SCERT in collaboration with British Council and Hornby Education Trust planned to prepare the Trainers manual for the 'Teacher development programme - CCE theory into practice' and train all the teachers across the state. A massive Teacher Development programme was launched in collaboration with British Council, Chennai to prepare elementary teachers to transact in English in the context of CCE in Tamil Nadu.

CCE evaluation -'Teacher Development programme, CCE theory into practice'

A 5-dayday CCE work shop was conducted by British Council with Tamil Nadu text book writers in Chennai. This workshop resulted in a guide to writing CCE materials.

Following on from the CCE work shop, the State Council for Educational Research and Training, requested further support in implementing CCE into the classroom practice of upper primary school teachers.

British Council then delivered a five day training programme to 6 batches covering 240 participants over the period of 3 weeks from 27 February 2012 – 16 March 2012.

In 2012 February, Teacher Development Program for putting the CCE theory into practice was conceptualized by SCERT in collaboration with British council and A.S Hornsby   Educational Trust. A massive training program for teachers handling English at the elementary level was organized by SCERT.

There was 2 Zonal centers, one at Madurai coordinated by DIET,T.kallupatti and the other one at Kanyakumari, coordinated by DIET, Theroor. It was done in 2 phases and in 6 batches. It was carried out in cascade model. DIET faculty, BRTEs   along with selected high school teachers who served as KRPs.

The context

A change in school education programme should reflect an immediate change in teacher education programme or vice versa. Preparation and professional development of teachers should take a holistic view as a continuum from one time preparation to the ongoing development; integrating pre-service and in-service segments one complementing the other. Hence the present evaluation study "The effectiveness of 'Teacher development programme in the context of putting CCE theory into practice" focuses on both pre-service as well as in-service teacher education.

So a small group of about 19 pre-service student teachers are selected as the experimental group for this study as they are future teachers. Through random sampling method, another heterogenic group of about 66 pre-service student teachers from different teacher training Institutes are selected for the control group.

In-service teacher education programme should meet the needs of all the teachers, with the follow up programme, to ensure effective utilization of the programme. So teachers who attended the in-service teacher development programme are selected at random to study their immediate reactions about the programme.

The **objective of the study** was twofold: (i) to build capacity of SCERT faculty and state functionaries in the area of Programme Evaluation and (ii) to evaluate the 'Teacher Development programme in English, CCE theory into practice', a continuous professional development programme of Tamil Nadu given by British council, India. **Onsite intervention** is essential if workable ideas are to be identified and put into practice.

So the focus was on empowering the teachers/student teachers in order to meet the challenges of the new curriculum in the context of CCE.

Concept and Scope of Education Programme Evaluation

Programme evaluation is a systematic method for collecting, analyzing, and using information to answer basic questions about a programme. It is a systematic assessment of a programme/intervention/quality initiative to know whether it is working as intended or yield outcomes of interest.

The stages of programme evolution are 1.Stakeholders analysis 2.Description of the programme, 3.Design of the programme, 4.Data Collection and interpretation,5.Implementation, 6.Dissemination.
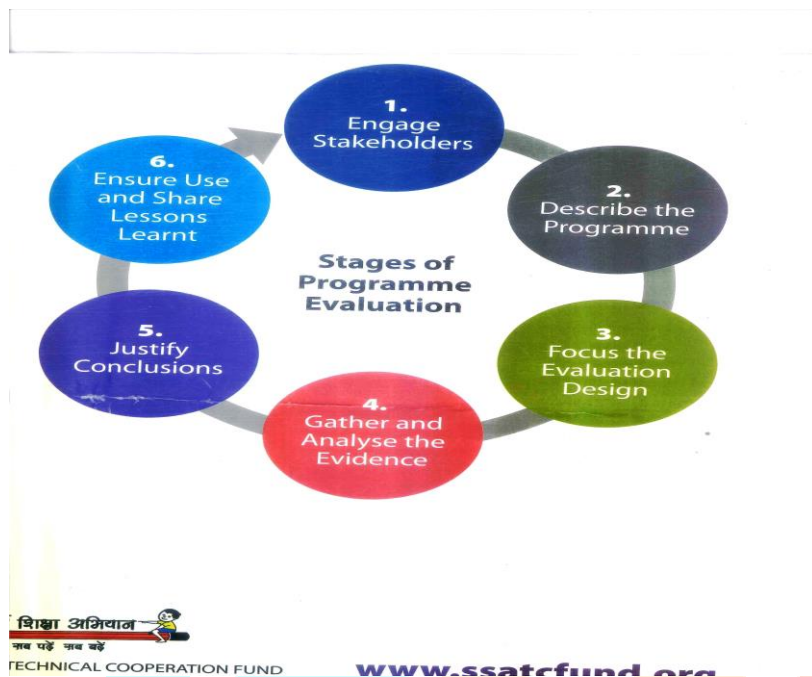
The major objectives of this evaluation are to:

- Find out whether the components of English Teacher Development programme were implemented as intended
- To evaluate the effectiveness of the   British Council program.
- To evaluate the communicative competence of teachers and student teachers in English.
- To evaluate the English language proficiency of teachers and student teachers.
- To evaluate the teaching competence of teachers and student teachers in English while they put the CCE theory into practice.
- Know whether teachers knowledge and confidence improved

The present study "The effectiveness '**Teacher Development programme, CCE theory into practice"** focuses on the impact evaluation of this quality initiative. The communicative competence of student teachers and their proficiency in English is enhanced through the quality intervention given by British council, Chennai. It enhanced the teachers' communication skill in English and helped them attain excellence and improved their self esteem which in turn enhanced motivation and confidence among the students.

Purpose of this evaluation

The purpose of this evaluation is to determine if the 5-day English teacher development program at the elementary level is implemented as intended and whether the training improved awareness and competencies in English teaching. This will include examining the relevance of the materials and their timely distribution, whether the course content was delivered as intended, and whether teachers were satisfied with the training. It is hoped that stakeholders such as policy makers, curriculum developers, key master trainers, and master trainers will make use of the findings of the evaluation to improve the implementation of the training in the future.

The key stakeholders were interviewed and program theory was evolved. Subsequently Evaluation questions were identified.

Program Theory and Logic Model

Stake holders analysis will help the evaluator to arrive at the Program Theory.

Assumptions/Programme Theory (If we do *this*, then that will *occur*?)

1. If congenial learning environment is created, then it will aid in the effective delivery of the English lesson.
2. If live listening is promoted in the classroom, the students will be able to speak better English.
3. If the teachers adopt innovative strategies while transacting the content, the English text would be brought alive to the students.
4. The teacher development program enhance the teachers to put the theory of CCE into practice
5. It equips the teachers with the skill to embed classroom based continuous assessment into the classroom practice

    Subsequently **evaluation questions** were identified.

This evaluation aims to answer the following questions:

1. Have the resource persons imparted the training as intended?

2. Has the Teachers' handbook covered all the content?

3. Are the trained teachers confident in translating the CCE into the classroom?

4. Are the teachers enhanced with capacity to engage children in the English classroom?

5. What impact does the TDP make on the teaching learning process of English?

6. Do the teachers gain ability to bring alive the text?

Logic model (known as a logical framework) is a tool used most often by evaluators of programs to evaluate the effectiveness of a program. Logic models are usually a graphical depiction of the logical relationships between the resources, activities, outputs and outcomes of a program.

PROGRAMME LOGIC MODEL OF TEACHER DEVELOPMENT PROGRAMME

- The results and the changes you hope to achieve

- The activities you plan to do and

- The resources that you have to operate your programme

1.2.1Immediate outcomes

- Teachers gain confidence, awareness, and satisfaction

- To make the student teachers and teachers aware of the concepts CCE.

- To help them gain confidence in designing the CCE activities.

- They are satisfied when their skill of questioning improved.

1.2.2 Intermediate outcomes

- Enhanced capacity to engage children in the upper primary level

- Improved communication skills and better pedagogical insights

- Empowered to deliver the English language lessons.

- Gain ability to bring alive the text books

- Active engagement of Class Room

- Effective delivery of lessons

- Focus on Child centred and peer learning.

- Development of effective communication skills of teachers

- Adaptation of Communication methods in Class Room as against rote learning

1.2.3 Long Term outcomes

- Enhanced confidence of teachers and students

- Development of Positive attitude in students and teachers.

- Enhanced listening, speaking and reading skills of students

This evaluation aims to answer the following questions:

- 1. Have the resource persons imparted the training as intended?

- 2. Has the Teachers' handbook covered all the content?

- 3. Are the trained teachers confident in translating the CCE into the classroom?

- 4. Are the teachers enhanced with capacity to engage children in the English classroom?

- 5. What impact does the TDPE make on the teaching learning process of English?

- 6. Do the teachers gain ability to bring alive the text?

Impact Evaluation Design

Randomized design with counterfactual and with baseline.

1.3.2 Experimental group

R   O1   x   O2

O   O

This design is more appropriate as it precisely answers the evaluation question how effective is training in improving awareness and competencies of teachers.

A change in school education programme should reflect an immediate change in teacher education programme or vice versa. Preparation and professional development of teachers should take a holistic view as a continuum from one time preparation to the ongoing development; integrating pre-service and in-service segments one complementing the other. Hence the present evaluation study "The effectiveness of 'Teacher development programme in the context of putting CCE theory into practice" focuses on empowering both pre-service student teachers as well as in-service teachers teacher order to meet the challenges of the new curriculum in the context of CCE.

Evaluation Questions	Indicators	Data source	Methods
Is the program implemented as intended? Why or why not?	Teachers work book and trainers manual developed and used. Planning of training Time table followed.	Document Training ,Class room, teachers, students Blue print, Planners, Time table	Observation, questionnaire Interaction, perceiving records- Document analysis

Discussion & blue print analysis Observation, interaction with the participants |
| Has the resource persons imparted the training as intended? | Active participation of the teachers in the training. | Feedback | Observation, Consolidation of feedback

Documentation analysis |
Has the Teachers' handbook covered all the content ?	Support provided by British council	Teachers' hand book and Training materials	Content Analysis of the handbook
Are the trained teachers confident in translating the CCE into classrom?	Gain knowledge & skills of effective communication in English	Teachers' dairy, personal profile, Questionnaire,	Observation, interaction with teachers opinion of students , confidence/C.R. Interaction analysis
Are the teachers enhanced with capacity to engage children in the English classroom?	Active engagement of student in the Class Room	Visiting officers' reports, Teaching strategy	Observation, interaction, Questionnaire
What impact does the TDPE made on the teaching learning process of English?	Improved communication skills and better pedagogical	Class room teaching, Students' cumulative records.	Observation, Analysis of records

Evaluation Framwork

A group of nineteen student teachers from the Church Park, Teacher Training Institute, Chennai, are taken up as an experimental group to study the effectiveness of the quality intervention – Teacher development programme in English by British Council Library, Chennai.

An observation schedule was used as a tool to collect the data regarding their entry level. The pretest was conducted to observe their level of confidence and their skill of questioning before the quality intervention.

The experiment group is made to undergo the teacher development programme using the module prepared by British Council Library in order to equip them to handle English with confidence in the CCE Context. The content of the module is covered within the same five days time schedule. The mode of transaction was followed as planned by the British Council Resource persons.

Through random sampling method student teachers from different districts of Tamil Nadu are selected as control group. They are administered pretest using the same observation schedule. Their teaching is observed using the parameters set. After the pretest they are neither exposed to the CCE concepts or the quality intervention by BCL. In due course their performance is observed by administrating the same observation schedule as a post test tool. The near and the standard deviation is calculated. The difference the pretest – post test scores of experimental group is compared with the difference in the scores of pre and post test of control group.

3.3 Instrumentation

With a view to systematically collecting evidence for all the evaluation questions from all possible sources, primary and secondary, and from all stakeholders, three   evaluation instruments/tools were developed as mentioned below:

1. Observation of teaching/ Evaluation schedule-pre test

2. Observation of teaching/ Evaluation schedule-post test

3. Teacher Immediate Reaction Questionnaire

Data analysis

The data was collected by the evaluator using the instruments developed for this purpose. All the data were collected by the evaluator in four districts during transaction of training.

Thematic analysis was undertaken with all qualitative data. For quantitative data analysis basic Descriptive statistics will be calculated .Pre- and post-training scores will be compared using t-tests. The difference in the pretest – post test scores of experimental group is compared with the difference in the scores of pre and posttest of control group.

It is concluded that the Treatment (TDP) for enhancing the level of confidence and the questioning skill of student teachers for CCE is more effective

The quantitative data of 98% (combined useful, very useful and extremely useful) shows the teachers' reactions about the teachers' ability to translate the CCE concepts in the classroom.

The total sample of student teachers in control group (without training) was 66

Teacher Immediate Reaction Questionnaire

This tool was administered along with feedback to collect information regarding teacher's immediate reaction about the training course they have undergone

Experimental Group Pre – Post test

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair Pre Test	52.7895	19	8.16210	1.87251
1 Post Test	62.7368	19	5.71394	1.31087

Control Group Pre - Post test

T- Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair Pre Test Control	55.7273	44	6.20339	.93520
1 Post Test Control	56.7955	44	6.00612	.90546

Control Group and Experimental Group Comparison

T- Test

Group Statistics

Group	Mean	N	Std. Deviation	Std. Error Mean
Pre Test Control group	55.7273	44	6.20339	.93520
Experimental group	52.7895	19	8.16210	1.87251
Post Test Control group	56.7955	44	6.00612	.90546
Experimental group	62.7368	19	5.71394	1.31087

Table: 5.4

Group	N	M	SD	df	T-Value	Level of Significant
Control	44	55.72	56.79			Significant at 0.01 level
Experimental	19	52.78	62.73	61	3.655	

From the above table 5.4, it is evident that the t- value is significant at 0.01 level. It reflects that the post test scores of control group and experimental group differ. In this context the above hypothesis is rejected. Further the experimental group's posttest mean score in significantly higher than the control group's posttest mean score. Therefore, it is concluded that the Treatment (TDP) for enhancing the level of confidence and the questioning skill of student teachers for CCE is more effective.

Dissemination of Information

How the results of a program evaluation will be shared with the client and with stakeholders of the evaluation is an important consideration. This is even more important for the current program evaluation, given that the primary goal for the evaluation study was to identify the appropriate next steps for the implementation of the TDPE Initiative.

References
1. Handbook of Program evaluation by Joseph S. Wholey, Harry p.Hatry and Kathryn E.Newcomer.
2. Regional Institute of education, (NCERT), Mysore, Program evaluation module(2012)
3. Boulmetis, John and Dutwin, Phyllis,the ABCS of evaluation(2005)
4. Cook,Thomas D and Campbell, Donald.T, Quasi-Experimentation;Design& analysis for field setting (1979)
5. Rossi, P.H, Freeman, H & LEPSEY, M. (2004)
Evaluation: A systematic approach (7th edition)
6. Shackman .G (2010) What is program
Evaluation: 'A beginner's guide'
7. Melanie J.Bliss, M.A James G Emshoff, Ph.D,Department of Psychology,University, Work book for designing a process evaluation –July2002
8. UNESCO, ORG 12 stages of an evaluation http://portal,unesco.org/en/ev.php.
9. Impact evaluation, Wikipedia ,the free encyclopedia http://en.wikipedia.org/wiki/impact evaluation.
10. Greene, J.C. mixed methods in social inquiry, San Francisco. Jossey,Bass,2007.