



# EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT PROGRAMME FOR ELEMENTARY TEACHERS (PDPET) BY NIOS FOR IN-SERVICE ELEMENTARY TEACHERS

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*Abstract:* The aim of the research paper was to see the effectiveness of the PDPET (Professional Development Programme for Elementary Teachers) for Elementary school teachers who are in service and already B.Ed. qualified. For this purpose, a sample of fifty teachers from the schools affiliated with HP Board/CBSE was selected by using a simple random sampling technique. A questionnaire containing 16 questions was prepared to collect the data. The results were analysed using percentages. The paper revealed that a maximum of the teachers were of the view that the PDPET programme should not be compulsory for those who are already B.Ed. qualified and was useless to do this programme. Few teachers responded that it was just a burden for already burdened teachers. Though few teachers said that this programme made aware them of current issues and objectives of elementary education as well as objectives of the RTE act,2009 and challenges in the implementation.

*Index Terms* - Professional development programme, elementary teachers and in-service

## I. INTRODUCTION

A training program in an organization is a process by which people are taught skills and given the necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard in the present job and to undertake greater and more demanding roles for effective job and performance. In the same way training program is also important in education, particularly for teachers who are to improve the quality of education. Such an in-service program named “Professional Development Programme for Elementary Teachers” known as the Bridge course was conducted by NIOS (National Institute of Open Schooling) for in-service elementary teachers, who have already undergone the B.Ed. course and have experience in teaching. Teaching cannot be done to different age and social groups of children identically. The B.Ed. course is designed to train teachers to teach adolescents, normally studying in classes IX to XII. Even after undergoing the B.Ed. course, may not have the required understanding, skills and competencies needed to handle young learners i.e., below the age of 14 years. This course was designed to help teachers to develop their understanding of what is required to teach elementary school children i.e., children in the age group of 6 to 14 years.

There are many other issues that we need to understand and use in our teaching-learning process. Overall development depends upon the development of all faculties. We must learn about child development and provide opportunities for all children to grow. We will fail to impart quality education if we stop learning. We need to continuously keep in touch with the advancements in our disciplinary knowledge and as practising teachers, need also to be in touch with new pedagogic inventions. However, we cannot go for full-time face-to-face courses to update our knowledge and chisel our skills. Distance education remains the only viable option. This course has tried to incorporate various new areas which need to be brought into elementary education, enriching their content knowledge and sharpening their pedagogical skills to situate the teaching-learning process on the experiences and needs of learners, ensure learner-centred transactional approaches, and facilitate the child-friendly assessment process. All the materials developed for the programme were self-instructional and interactive including sufficient examples from classroom situations, narratives, case studies and illustrations, etc. Weblinks for additional studies have also been provided.

### **Objectives of the PDPET:**

The major objectives of the programme are:

1. To make elementary school teachers aware of the current issues and concerns of elementary education
2. To prepare teachers to address the challenges in the implementation of the RTE Act, 2009
3. To develop teachers' skills for the fulfilment of the needs of diverse groups of learners.
4. To develop teachers' capacity to follow child-friendly and child-centred teaching-learning approaches and strategies.
5. To enrich their conceptual understanding of various subjects at the elementary level.
6. To prepare teachers to organize Continuous and Comprehensive Evaluation (CCE) effectively at the elementary level.

**Target group and eligibility conditions:** In-service Teachers teaching at the Primary level (I-V) having B.Ed./ B.Ed. Special Education qualification from the Teacher Education Institution recognised by NCTE.

**Duration of the programme:** Minimum duration of the programme is six months.

### **SIGNIFICANCE OF THE STUDY**

In-service teacher education programmes, throughout the world, have an important role in the professional upgrading of teachers. But the programme should be based on the needs of the teachers. The stakeholders should express their opinions about the effectiveness of the programme so that the goals and relevance of the same can be checked. So, the present research paper was found to be relevant and significant

**REVIEW OF RELATED LITERATURE:** **Yadav (2000)** conducted a study titled 'Teacher Policy, Training Needs and Perceived Status of Teachers', which the same investigator had done jointly with other experts under the banner of NCERT, New Delhi. That combined project study revealed the lack of academic support and incentives to teachers, inadequate facility for training, and use of inappropriate approaches to the transaction of curriculum, which affected the efficiency and effectiveness of in-service training programmes, which in turn affected the performance of teachers in their schools. **Khan (2002)** conducted a study entitled 'Impact Assessment of an Inservice Teacher Training Programme in Bangladesh'. The purpose of the study was to monitor the impact of in-service teacher training courses offered to secondary school teachers in terms of teacher attitudes, beliefs and student attitudes. It was found that training was successful and had a positive impact on teachers as well as on students. **Fozdar, Kumar and Saxena (2007)** conducted a study "In-Service Teacher Training Programme: An Analysis of Learner Opinion on the Effectiveness of the Programme". Feedback obtained from two batches of chemistry teachers who enrolled on the Post Graduate Certificate Programme for Professional Development of Teachers (PGCPDT) offered by the Indira Gandhi National Open University (IGNOU) was analysed to assess the quality and determine the effectiveness of the programme. Findings from the survey provide an understanding of the operation of the different components of the programme. Most of the teachers were satisfied with the course materials and the Personal Contact

Programme (PCP) conducted during the programme. **Chauhan (2009)** did a study entitled 'In-Service Teacher Training Programme under SSA in (Sunni) Educational Block of District Shimla: an Evaluative Study' which was conducted in Himachal Pradesh. The important findings of the study were: • The training modules in the subjects of Hindi, Maths, EVS, CCE, General teacher training, Co-curricular activities, and Physical and health education, English, Gender were appropriate for teachers and fulfilled their needs except for modules on IE and Art education. • The Resource Persons stressed mainly on lecture cum discussion approach while communicating with the trainees instead of demonstration techniques, which were rarely used during the training programmes. • Usefulness of resource material in the actual classroom situation was not as effective as it should have been. **Arora (2010)** in a study "Effectiveness of Teacher Training in Quality Improvement of Elementary Education" shows to indicate that there is no significant effect of training on the classroom deliberations of primary school teachers. The DIETs, SCERTs and NCERT should give serious thought to the aspect of presenting the benefits of teacher training down to the classroom for the improvement of the quality of primary education. **Hoque, Kazi, Enamulet al. (2011)** conducted a study entitled "Impact of Teachers' Professional Development on School Improvement in Bangladesh". The main objective of the study was to examine the relationship between teachers' professional development activities and school improvement. The findings of the study reveal that teachers' professional development activities have a significant impact on school improvement. The study also reflects on the importance of teachers' collaboration in in-service training and classroom observation for school improvement. **Zulkifli (2014)** studied the title "The need for in-service training for teachers and the effectiveness of in-service training in school". He found that In-service training act as a catalyst for teachers' effectiveness. A few factors that contribute to the effectiveness of in-service training are the role of the administrator, attitudes of teachers, training needs and strategies in conducting in-service training. **Kaur (2016)** conducted a study "Effectiveness of In-service Teacher Training Programmes at Elementary Stage in Punjab: An Evaluative Study". The main conclusions drawn from the study are: - (i) During the last four sessions, an average of 74.5% of teachers have attended the in-service education & training programs (ii) There was a significant improvement in teacher's attitude at the end of the in-service education & training programs. (iii) There was a significant improvement in teachers' effectiveness after attending the INSET programs (iv) Majority of the organizers stated that the trainees (participant teachers) are not selected properly. Another major problem is related to the selection of resource persons & their proper training (v) Same INSET programs are implemented on CHTs, HTs & elementary school teachers. They are not sometimes according to their professional needs. (vi) The organizers also face a lot of difficulties due to the shortage of personnel staff and high workload. **Kopsasih, Sujanto and Wibowo (2018)** conducted the study The Effectiveness of In-Service Training Program: The Case of Teachers' Working Culture and Program Development Program Indonesia. Findings indicate that the effectiveness of the in-service training program implemented to enhance teacher competence is quite good, especially in the management of learning. The training process focuses on the pedagogical condition and performance; technical condition and performance; sociological condition and performance; the participants' activity as well as the psychological and social condition of the learning activity in the training. Focus on the above yield effectiveness. After training, participants are expected to pass on what they acquired during the training to other teachers. **Panda (2019)** conducted a study "An evaluative study of the effectiveness of in-service education programme of elementary teachers" The study revealed that a considerable percentage of the teachers agreed that they received clarification on the following only two areas. I) Preparation of TLM. II) Enrichment of course content. The majority of the teachers were not satisfied with the quality of the programmes. There was a significant difference in the views of male and female teachers on satisfaction with the quality of the programmes. However female teachers were more satisfied than male teachers with the quality of the programmes. Similarly, teachers of rural areas considered the programmes more useful than teachers of urban areas **Tariq, Yousa, Ishtiaq, Khalid & Ahmed (2019)** The underlying purpose of the study is to investigate the effectiveness of in-service teacher training (ISTT) programmes conducted in Punjab by the Directorate of Staff Development (DSD). It further evaluates the strength and weaknesses of the various executed training programmes by DSD within Punjab, Pakistan. The following Quantitative study intends to

highlight the various variables which act as a comprehensive tool for the acquisition of expected or desired outcomes. It further states those variables involved that act as a catalyst to bring a significant change within the classroom premises, institutions or working places and the attitudes, methodology and teaching practices of teachers or professionals. For that purpose, surveys were conducted by using questionnaires in various areas of Punjab, Pakistan. The data was analysed by using coding and SPSS-16. The conclusion drawn from the data analysis illustrates the positive influence of ISTT within the classroom as well as on individuals. It enables the teachers to identify their strengths and weaknesses as it has been proved as an efficient tool for self-evaluation, self-learning and reflection. ISTT also bring change within the classroom as it enables the teachers to understand the complexity of the learning process more explicitly.

### OBJECTIVES OF THE STUDY

To study the effectiveness of PDPET (Professional Development Programme for Elementary Teachers) for in-service elementary teachers conducted by NIOS.

### RESEARCH METHODOLOGY

A descriptive survey method was used to study the present problem. The sample was taken from the schools of Shimla city affiliated with HP Board/CBSE and was selected by using a simple random sampling technique. 50 teachers were selected for the study. The self-prepared questionnaire with 16 questions was used. Percentage analysis was used to interpret the data.

### ANALYSIS AND INTERPRETATION OF DATA:

The collected data were analysed by using the percentage of responses. The question wise analysis and interpretation have been given below:

The collected data were analysed by using the percentage of responses. The question wise analysis and interpretation have been given below:

S.No.	Questions/ Statements	Yes (%)	No (%)
1.	PDPET programme should be compulsory for in-service elementary teachers who have done B.Ed. course.	7%	93%
2.	This programme has fulfilled the needs of the teaching profession at an elementary level	10%	90%
3.	Are you employing in your teaching what you have learnt from the PDPET program?	40%	60%
4.	This programme made you aware of current issues of elementary education	26%	74%
5.	This programme made you aware of the objectives of elementary education	50%	50%
6.	This programme acquainted you with the objectives of the RTE act,2009	50%	50%
7.	This programme made you aware of the challenges in the implementation of the RTE act,2009	40%	60%
8.	This programme acquainted you with child-centred teaching techniques	33%	67%
9.	This programme acquainted you with child-friendly assessment techniques	33%	67%
10.	This programme developed skills for the fulfilment of the needs of the diverse learners	20%	80%
11.	The content of the programme matched the needs of the real classroom situations at the elementary level	13%	87%
			87%

12.	This programme helped you to overcome your professional deficiencies at the elementary level	13%	84%
13	This course provided you competencies needed to handle children at the elementary level	16%	84%
14	This course has acquainted you with new areas which need to be brought into school activities at elementary level	16%	87%
15	This course has introduced you to new innovative methods of teaching	13%	87%
16.	This programme provided you with a conceptual understanding of the various subjects at the elementary level.	13%	

- The above table shows that 93% of teachers were of the view that the PDPET programme should not be compulsory for those who have already done B.Ed. whereas only 7% were of the view that it should be compulsory. Teachers who responded 'no', were of the view that everything which they were taught in PDPET was already done in B.Ed. So, it was useless to do this programme. Few teachers responded that it was just a burden for already burdened teachers.
- Also, 90% of teachers were of the view that the needs of the teaching profession at an elementary level were not fulfilled by this programme whereas only 10% were agreed.
- Further from the above table, it is clear that 40% of teachers agreed that they are employing what they have learnt from PDPET program whereas 60% were saying 'no'. The reason which was given by teachers who responded no was that they are already using what they learnt in this programme.
- 26% of teachers said yes to the question that this programme made them aware of current issues of elementary education whereas 74% said 'no' to this. Teachers who responded 'yes', said that they became aware of different issues of elementary education like wastage and stagnation, maintenance of school buildings, parents' education, inclusive education, right to education etc. during this programme
- 50% of teachers said that this programme made them aware of the objectives of elementary education and 50% responded 'no' to this.
- 50% of teachers agreed that the programme acquainted them with the objectives of the RTE act, 2009 and 50% were not agreed with this.
- The above table shows that 40% of teachers said that this programme made them aware of challenges in the implementation of the RTE act, 2009 whereas 60% were not agreed with it. Teachers who responded Yes to this question said that they became aware of challenges in the implementation of the RTE act 2009, like lack of awareness among parents, financial barriers, lack of coordination between different implementing agencies, untrained teachers, and lack of quality education by govt schools etc.
- According to the above table, 33% of teachers were of the view that this programme acquainted with child-centred teaching techniques whereas the rest 67% were not of this view. Teachers who agreed with this statement were of the view that they learnt activity-based teaching, cooperative learning etc.
- 33% of teachers were of the view that they were acquainted with child-friendly assessment techniques whereas 67% were not of this view. Teachers who responded positively to the above statement said that they learnt child-friendly assessment techniques like oral tests with written tests, assessment in a modular manner in

which all students can be dealt with on a common scale, natural observation, and regular assessment based on class activities etc.

- The above table shows that only 20% of teachers agreed that this programme developed skills for the needs of diverse learners. 80% were not agreed with it. Teachers said the skills which were developed for the fulfilment of the needs of the diverse learners are individual attention, flexible and caring mindset, active learning, group learning etc.
- From this table, it is clear that 13% of teachers were of the view that the content of this programme matches the needs of the real classroom situations at the elementary level while 87% were not agreed. Examples of this aspect given by teachers were learning with fun, word walls, classroom libraries etc. Teachers who responded no told that content was already done in B.Ed, and nothing new was taught. Further few teachers believed that more research is required in this area.
- According to this table, 13% of teachers agreed that this programme helped overcome professional deficiencies at the elementary level whereas 87% were not agreed with it. Teachers said that professional difficulties which were overcome by this Programme were lacking understanding emotional needs of kids, lack of skills, lack of professionalism etc.
- Only 16% of teachers were saying that this course helped gain competencies needed to handle children at the elementary level like oral and written communication, individual instructions etc. whereas 84% were not agreed.
- The above table shows that 16% of teachers agreed that this course made them learn new areas which need to be brought into school activities at elementary level ICT, art, handicraft etc. whereas 84% were not agreed with it.
- The above table shows that 13% of teachers agreed that this course introduced them to new innovative methods of teaching like using TLM, ICT, language lab, smartboard etc. whereas 87% were not agreed.
- The above table shows that only 13% of teachers agreed that this programme provided with a conceptual understanding of various subjects at the elementary level like mathematics, science etc. whereas 87% were not agreed.

#### **MAJOR FINDINGS OF THE STUDY:**

1. The study reveals that 93% of teachers were of the view that the PDPET programme should not be compulsory for those who have already done B.Ed. So, it was useless to do this programme. Few teachers responded that it was just a burden for already burdened teachers.
2. Also, 90% of teachers were of the view that the needs of the teaching profession at an elementary level were not fulfilled by this programme.
3. 60% of teachers said that they are already using what they learnt in this programme.
4. 74 % of teachers that this programme did not make them aware of current issues of elementary education, 50% of teachers said that this programme made them aware of the objectives of elementary education and 50% of teachers were agreed that the programme acquainted them with the objectives of RTE act, 2009.
5. 40% of teachers said that this programme made them aware of challenges in the implementation of the RTE Act, like lack of awareness among parents, financial barriers, lack of coordination between different implementing agencies, untrained teachers, and lack of quality education by govt schools etc.
6. 33% of teachers were of the view that this programme acquainted with child-centred teaching techniques like activity-based teaching, co-operative learning etc.

7. 33% of teachers were of the view that they were acquainted with child-friendly assessment techniques like oral tests with written tests, assessment in a modular manner in which all students can be dealt with on a common scale, natural observation, regular assessment based on class activities etc.
8. 80% of teachers agreed that this programme did not develop skills for the needs of diverse learners.
9. 87% of teachers were of the view that the content of this programme did not match the needs of the real classroom situations at the elementary level.
10. 87% of teachers were not agreed that this programme helped overcome professional deficiencies at the elementary level
11. 87% of teachers were saying that this course did not help gain the competencies needed to handle children at the elementary level
12. 84% of teachers were not agreed that this course made them learn new areas which need to be brought into school activities at the elementary level.
13. 87 % of teachers were not agreed that this course introduced them to new innovative methods of teaching.
14. 87% of teachers were not agreed that this programme provided a conceptual understanding of various subjects at the elementary level.

### EDUCATIONAL IMPLICATIONS

The training program is important in education, particularly for teachers who are to improve the quality of education. Keeping the above objective in view, an in-service program named “Professional Development Programme for Elementary Teachers” known as was conducted by NIOS (National Institute of Open Schooling) for in-service elementary teachers, who have already undergone the B.Ed. course and have experience in teaching. But the study revealed that elementary teachers were not satisfied with this programme. They found that most of the content they learnt was just a repetition of what they have already learnt in the B.Ed course. Further teachers were of the opinion that this programme did not develop skills for the diverse learners, did not match the needs of the real classroom situations and did not help to gain competencies. Thus, training programmes can be arranged on the following basis:

1. Needs as expressed by the teachers and based on the current education system.
2. Further training needs should be identified through extensive research.
3. Authorities should make teachers play a vital role in deciding the content of the programme.
4. Such programmes should be imparted with the objective of qualitative improvement of the skill, knowledge, communication and handling of the real classroom situation.

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