
A Study on Quality of Training Programmes for In-Service Elementary -Teachers in Aizawl District

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Abstract

The quality of elementary education is highly determined by the quality of teachers. In this regard, the National Policy on Education, 1986 has stated that, “The status of the teacher reflects the socio-cultural ethos of a society; no people can rise above the level of its teachers.” It is therefore necessary that teachers be provided with effective training programmes. The present qualitative study is undertaken to find out the quality of in service elementary teacher education under DIET Aizawl and SCERT in Aizawl district. The findings of this study indicate that in-service training programmes are considered to be good in most aspects by most of the teachers who participated in the trainings. However, there is room for improvement especially with regards to the training materials distributed and used in these training programmes. At the same time, these training programmes conducted by SCERT and DIET Aizawl do not seem to have a huge impact in the quality aspect of school education especially in enhancing and retention of enrolment as well as standards of teaching in the classroom.

Keywords: *Qualitative, DIET, SCERT, In-service, Training programmes*

Introduction

Elementary education is considered as the base of the educational structure. It is elementary education which lays strong foundation for the child’s physical, intellectual, emotional and social development. The quality of elementary education is highly determined by the quality of teachers. In this regard, the National Policy on Education, 1986 has stated that, “The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers.

It is common knowledge that teacher education is central to bringing about qualitative development in education. Sustained and systemic teacher professional development practices

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can ensure that teachers adapt to the changing learning needs of children and society and support a more student-centred learning environment. Teachers provided with proper trainings and up-to-date information and new researches in classroom management, on emerging technology tools for the classroom, new curriculum resources, and more, could become a successful factor to their schools. Effective education transformation can help increase student competitiveness, build relevant skills and competencies, support economic development and provide social cohesion. And thus, teachers are and will remain the backbone of the education system.

For achieving the goal of Universalization of Elementary Education and to improve the quality of elementary education, it is therefore necessary that teachers be provided with effective training programmes. There has been little research conducted on elementary teacher education as a whole and quality of in-service training provided for elementary teachers in particular in Aizawl District. As such, a study to investigate the quality of training programmes provided by two main elementary teacher training institutions, DIET and SCERT has been taken up for the present study in order to find out the capacity and quality of elementary teacher education in Aizawl District.

Objectives of the study

To investigate the quality of training programmes for in-service elementary teacher conducted by SCERT and DIET Aizawl in improving school education in Aizawl District.

Methodology

For the present study, a descriptive survey method was followed.

Population and Sample.

The population for the proposed study consist of DIET Aizawl, SCERT, and all elementary level teachers in Aizawl District.

The sample of the study comprises of DIET Aizawl and SCERT. A total number of 50 elementary teachers were taken as sample from Aizawl District. Representativeness of Middle School and Primary School was kept in mind while selecting sample teachers.

Tools used for data collection

Primary data was collected from questionnaire prepared by the investigator. Secondary data was collected from various office documents.

Procedure of Data Collection

Data collection was done by the investigator. Documents were obtained from the Library of SCERT, Mizoram and DIET Aizawl and also from various departments or wings/cells. Questionnaire was distributed to the teachers and collected after a few days after completion of the responses.

Procedure of Data Analysis

The collected data through questionnaire was scored, tabulated and analyzed by using simple statistical methods like percentage as and when necessary. Analysis was done for various documents collected and conjoined in a descriptive way.

Analysis and Interpretation of data

For the present study, analysis and interpretation was done from questionnaires distributed to 50 elementary teachers who attended training programmes in DIET Aizawl and SCERT. Document analysis was used in which various documents were interpreted by the investigator to give voice and meaning around the topic of study.

Quality of Training Programmes for Elementary Teacher in Aizawl district

DIET Aizawl and SCERT cater to the qualitative improvement in the school system through various capacity building programmes for teachers. The various training programmes have been conducted with the objective of improving the quality of teachers in particular and the whole educational system in general. In order to find out the quality of these trainings which in turn affect the teaching learning process and education system, a questionnaire was developed and administered by the investigator to 50 teachers (25 males and 25 females) from different elementary schools. The responses of the teachers attending training under SCERT and DIET Aizawl were then analysed to see the quality of training programmes in improving school education. The following are the main findings on the basis of the response of the sampled teachers.

Analysis of respondents

All the respondents i.e. the teachers attended in-service training in SCERT and DIET Aizawl and they are from Elementary Schools. Amongst them, 30 of them are trained graduate, 13 are post graduates, 4 are higher secondary school passed and 2 are Matriculate and 1 is Under matric who is a W.E. teacher.

The teaching experiences of the respondents are as below:

More than 15 years	– 43
Between 11 – 15 years	– 2
Between 6-10 years	– 5
0 to 5 Years	- 0

Teacher's response regarding the quality of in-service training

I. Physical Facilities for Training

The physical facilities at SCERT and DIETs were found to be good by 78% of the trainees, average by 22% and poor by 0% as none of the respondents tick this category.

II. Academic Aspects of the Training:

Following Table 1.1 shows factor of academic aspects of training and responses given by the respondents.

Table 1.1: Academic aspects of training and responses

Sl. No.	Factors of academic aspects	Responses (in %)			No Responses (in %)
		Good	Average	Poor	
A	Objectives of the training	64	32	4	-
B	Content	18	16	2	2
C	Material Supplied	40	52	12	-
D	Use of Audio- Visual aids	58	34	6	2
E	Organization of Group Activities	76	20	-	2
F	Competency of Resource Persons	72	26	-	0

a) *Objectives of the training*

The objectives of the training provided were found to be good by 64% of the trainees, average by 32% and poor by 4%

b) *Content*

The content of the facilities provided were found to be good by 80% of the trainees, average by 16% and poor by 2% of the respondents, however, 2% of the respondents could not respond to this opinion.

c) *Material Supplied*

The materials supplied for the training were found to be good by 40% of the trainees, average by 52% and poor by 12%.

d) *Use of Audio- Visual aids*

The use of audio- visual aids in the trainings were found to be good by 58% of the trainees, average by 34% and poor by 6%, however, 2% of the respondents could not respond to this opinion.

e) *Organization of Group Activities*

The group activities organized in the training conducted were found to be good by 76% of the trainees, average by 20% and poor by none of the respondents, however, 2% of the respondents could not respond to this opinion.

f) *Competency of Resource Persons*

The resource persons of the trainings were found to be good by 72% of the respondents, average by 26% and poor by 0%, however, 2% of the respondents could not respond to this opinion

III. Contributions of SCERT and DIET Aizawl in Achieving Minimum Level of Learning, Developing Motivation, Enhancing School Enrolment & Sustaining higher rates of standards

Following Table 1.2 shows contribution of SCERT and DIET given by the respondents.

Table 1.2: Contribution of SCERT and DIET

Sl. No.	Components	Responses (in %)			No Responses (in %)
		Good	Average	Poor	
A	Achieving target of minimum level of learning	54	42	4	-
B	Developing Motivation	50	38	8	4
C	Enhancing enrolment in Schools	42	50	8	-
D	Sustaining higher rates of standards in classes	32	60	8	-

a) *Achieving target of minimum level of learning*

The role played by the training in achieving target of minimum level of learning were found to be good by 54% of the trainees, average by 42% and poor by 4% of the trainees.

b) *Developing Motivation*

The role of training received by teachers in developing motivation were found to be good by 50% of the trainees, average by 38% of the trainees and poor by 8% of the trainees, however ,4% of the respondents could not respond to this opinion.

c) *Enhancing enrolment in Schools*

The role played by teacher education in enhancement of enrolment in school were claimed to be good by 42%, average by 50% and poor by 8% of the respondents.

d) *Sustaining higher rates of standards in classes*

The role played by the training conducted in sustaining higher rate of standard in classes were found to be good, average and poor by 32%, 60% and 8% of the trainees respectively.

IV. Availability of Training Materials

Following Table 1.3 shows availability of teaching aids given by the respondents.

Table 1.3: Availability of Training Materials

Sl. No.	Training Materials	Responses (in %)			No Responses (in %)
		Good	Average	Poor	
A	Curriculum and Syllabi	66	24	10	-
B	Textbooks	60	28	12	-
C	Supplementary books	38	58	4	-
D	Teacher Guide/ Manual	48	40	12	-

E	Training Package	60	32	4	-
F	Photocopied publications/materials	46	50	4	-

a) *Curriculum and Syllabi*

The impact of the training in improving competency in using different method of teaching were found to be good by 66% of the trainees, average by 24% and poor by 10% of the trainee.

b) *Textbooks*

The availability of textbooks was found to be good by 60% of the respondents, average by 28% and poor by 12% of the trainees.

c) *Supplementary books*

The supply of supplementary books was found to be good by 38%, average by 58% and poor by 4% of the respondents.

d) *Teacher Guide/ Manual*

The teacher guide/manuals were claimed as good by 48%, average by 40% and poor by 12% of the respondent.

e) *Training Package*

The training package were found to be good by 64%, average by 32% and poor by 4% of the respondents who attended the training programme

f) *Photocopied publications/materials*

The Xeroxed publications/materials given out were found to be good by 46%, average by 50% and poor by 4% of the trainees.

Major findings of the study

Major findings of the present study were discussed in the following paragraph based on the objectives of the study:

The quality of training programmes for elementary teachers was analysed through the responses of in-service teachers in Aizawl district who undergo various training programmes at DIET and SCERT.

Majority of the respondents (78%) found the physical infrastructure facilities to be good and no respondents found it to be poor and thus the facilities for teacher education in Aizawl can be considered to be good enough to cater to the needs of the teachers.

The Academic aspects of the training was considered on the following areas – Objectives of the training, content, material supplied, use of audio-visual aids, organisation of group activities and competency of resource persons. Apart from the material supplied, majority of

the respondents found all other features to be good. However, the material supplied was rated average by 52% of the respondents and good by 40% of the respondents. Considering the overall scenario, the academic aspect of the training imparted by SCERT and DIET Aizawl was found to be good.

The contributions of SCERT and DIET Aizawl was considered on the following features - Achieving target of minimum level of learning, Developing Motivation, Enhancing enrolment in Schools and Sustaining higher rates of standards in classes. Apart from Achieving target of minimum level of learning (54%) and Developing Motivation (50%), the respondents rate the contribution of SCERT and DIET Aizawl to be average in enhancing enrolment in Schools (50%) and sustaining higher rates of standards in classes (60%). Thus, looking at the overall scenario, the contribution of SCERT and DIET Aizawl may be considered to be average or fairly well but not to the expected limit.

The availability of training materials was considered on the following features – Curriculum and Syllabi, Textbooks, Supplementary books, Teacher Guide/ Manual, Training Package, Photocopied publications/materials. In all the Curriculum and Syllabi, Textbooks and Training Package were considered to be good by majority of the respondents and Supplementary books, Teacher Guide/ Manual and Photocopied publications/materials were considered to be average by majority of the respondents. Thus, the training materials provided can be considered as average in the training programmes conducted for in-service teachers by the SCERT and DIET Aizawl.

Regarding the contributions of SCERT and DIETs in improving school education in the district, the responses of the sample of 50 teachers who has attended training in SCERT and DIET Aizawl were analysed. The findings from the responses to the questionnaire revealed that in various aspects of the training like physical facilities, academic aspects, availability of training materials, contributions made by SCERT and DIET Aizawl in improving the school status, percentages of response were high, only in sustaining higher rates of standards in class and enhancing enrolment in school, the highest percentage of response were average. Thus, the contributions of SCERT and DIETs in improving school education appeared to be good as perceived by the teachers.

Discussion of results

From the major findings of the study, SCERT and DIET Aizawl can be largely considered to be the sole performing institutes for promoting elementary teacher education in the district. Although not yet perfect by a long shot, SCERT Mizoram and DIET Aizawl have infrastructure and manpower to see through the various teacher education aspects which includes training of in-service teacher especially up to the elementary level. The in-service training programmes conducted were considered to be good in most aspects by most of the teachers who participated in the trainings. However, there is room for improvement especially in the training materials distributed and used in these training programmes. At the same time, these training programmes conducted by SCERT and DIET Aizawl did not seem to have a huge impact in the quality

aspect of school education especially in enhancing and retention of enrolment as well as standards of teaching in the classroom.

Implications and conclusions of the study

The study was carried out so that more will be understood about the teacher education in the district especially with respect to in-service teacher education at the elementary level. It also seeks to identify the sufficiency of the programmes conducted for Elementary School teachers with an impact of those programmes to the teachers as well as the satisfaction level.

On the basis of the study, the investigator found that SCERT Mizoram and DIET Aizawl are capable of engaging teachers to provide efficient in-service teacher training. The campus and the buildings were quite good; it can satisfy the requirement for conducting training of teachers. The institutions were well equipped with basic amenities like furniture and equipment for conducting training to hundreds of teachers.

As far as the quality of in-service training programmes was concerned, Elementary School teachers in Aizawl District were satisfied with the programmes conducted by DIET Aizawl and SCERT. On the other hand, preference to improve mode of transaction of curricular contents suitable for classroom practices and the felt need to increase the number of quality training programmes in order to provide appropriate in-service training to the teachers to enhance the quality of teaching is also there.

The findings from the present study can have an implication for the policy makers. Most of these implications relate directly to strategies that can be implemented by policy-makers to emphasise on the future of teacher education. The future trend will be on new development and changes and how fruitfully the face of teacher education will change the teaching learning process. It has become imperative to view the future not in isolation but to ensure the changed role of the teacher education institution and teacher educator, the teacher and the learner and also of the content to converge and grow in tandem.

Suggestions for further research

The present study provides a glimpse of the position of SCERT Mizoram and DIET Aizawl on the ground of providing in-service trainings to the teachers of Elementary Schools in Aizawl district. At the same time, there are eight full-fledged DIETs in Mizoram, hence, future studies could be performed to cover all DIETs in Mizoram.

The present study seeks to find out the quality of training programmes and its impact on teachers of Elementary Schools upon the sufficiency and effectiveness of teachers in their normal practice. Likewise, further studies could be performed to study the effectiveness to actual targeted groups who were the students and their families.

In studying the quality of in-service training programmes, the investigator selected only 50 (fifty) teachers for the sample of the study due to shortage of time. Future studies could be performed with larger numbers of teacher population to attain more reliable study and findings.

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