

IMPORTANCE OF EFFECTIVENESS OF IN SERVICE ,PROGRAMS CONDUCTED BY DIET, ON THE ATTITUDE, INTEREST AND PERSONALITY OF ELEMENTARY SCHOOL TEACHERS

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Abstract

The present article is an attempt to research the status of in-service training programmers grouped by the DIETs of Himachal Pradesh for elementary teachers. DIETs in Himachal Pradesh are introducing two mega projects in school education, such as SSA and RMSA. There is a provision of in-service training programmers for school educators in these programmer. Every Himachal Pradesh DIET organizes different types of training programmers each year for all teacher categories. The key focus of this paper was on the in-service training of elementary teachers in terms of need evaluation, preparation and implementation of the programmers' training. The researchers made efforts to examine the design of training programmers, the use of ICT, training methods and strategies adopted by DIET resource persons and teacher educators. In this report, attempts have also been made to determine the consistency and types of training materials offered to in-service trainees by DIETs. It was found that no process for tracking and assessing these training programmers was implemented following the completion of the training programmers. This activity results in a waste of time and money offered by the government for these training programmers to be coordinated. The investigator also made efforts in this paper to see if, after completion of training programmers, any method adopted by DIETs to track and assess in-service training programmers in real classroom situations was actually introduced. In order to verify the data obtained by in-service teachers, the experiences of the heads of elementary schools have also been analysed.

Keywords: Diet, Service, Training, School Teachers

INTRODUCTION:

Quality has emerged as a buzzword in the current scenario, and the definition of quality varies from person to person and context to context. Before attempting to define teaching quality, the criteria of quality need to be clearly defined, as is evident from available evidence and research and from the experiences of various organisations seeking to enhance the quality of teaching at different levels of education. A good teacher will eradicate the deficiency of our education system and can provide quality education alone," as Dr. A. P. J. Abdul Kalam said." It is important that opportunities for the professional development of teachers are required in order to guarantee the standard of education for all children. Arora and Singh

(1997) also thought that the technical advances of teachers are essential for the quality improvement of school education at all levels. After the introduction of N.P.E., the emphasis on in-service training programmers takes place (1986). In-service teacher training is planned by the state-level Education and Training Agency/District Institute. The flagship programmer under which all central teacher staff should undergo at least 20 days of in-service training programmers at five per year of teaching tenure was begun by the Government of India. Teacher experience appears to have a slight positive influence on student achievement, at least in the very first years of experience (Rivkin, Hanushek and Kain, 2005, Clotfelter, Ladd and Vigdor, 2006). The DIET supplied in-service training programmers to state teacher workers in every state. Block Resource Centers and Cluster Resource Centers were formed under the SSA to provide teachers and schools with academic support on a regular basis in every block of each district. Qualitatively and quantitatively, the training obtained by BRCCs, BRPs and CRCCs was insufficient. While the Zonal Institute of Education Technology (ZIET) is the hub for in-service training programmes aimed at Kendriya Vidyalaya, Jawahar Navodaya Vidyalaya and Central Tibetan Schools teacher workers.

OBJECTIVES OF THE STUDY

1. To determine the attitude of central and state schools teachers towards infrastructural facilities present in in-service training programmer.
2. To find out the attitude of central and state schools teachers towards resource persons/Expert in in-service training programmer.

CHARACTERISTICS OF EFFECTIVE PROGRAMS

There are eight elements that characterize high-quality school health programs. These elements are described below.

A focus on priority behaviors that affect health and learning. In the early twentieth century, school health programmes were introduced, primarily to counter the various infectious diseases afflicting children. The aetiology of health threats facing young people at the beginning of the twenty-first century, and the adults they will become, are most frequently social or behavioural. The Centers for Disease Control and Prevention (CDC) Adolescent and School Health (DASH) Division documents that six health-risk behaviours account for approximately two-thirds of adolescent morbidity and mortality. These habits are the use of tobacco; unhealthy eating behaviours; poor physical activity; use of alcohol and other drugs; sexual behaviours that can lead to HIV infection, other sexually transmitted diseases or unintended pregnancy; and behaviours that can lead to deliberate injuries (i.e. abuse and suicide) and unintentional injuries (e.g., motor vehicle crashes).

These health-risk habits are closely related to the leading causes of death among adults, including cardiovascular disease, cancer, and diabetes. Furthermore, these habits tend to co-occur, tend to be established in adolescents, and are preventable. Until health-damaging habits are introduced or become entrenched, children and adolescents need to understand and practise making health-enhancing choices.

The Monitoring Framework for Youth Risk Behaviour by the CDC offers accurate national data on the prevalence of such behaviors. The Youth Risk Activity Survey is also administered by most states and some major cities. For the planning of school health programmer programmer, information from these state and city surveys and other available state and local data from education and health agencies may be used.

A foundation of support for every child and adolescent. Whether a student participates in health-debilitating or health-enhancing activities, like friends, peers, family, society, and schools, depends on the interplay of strengths and deficiencies in the powerful support structures around the student. Three protective factors have also been found to help young people resolve stress and hardship to become stable, competent adults with a sense of purpose: (1) loving and supportive relationships, (2) high standards of achievement, and (3) active involvement in school and community activities. The latest National Longitudinal Study of Adolescent Health, for instance, has found that students who feel "connected" to schools are more likely to adopt health-enhancing behaviors (respectful and caring teachers are among the factors related to students feeling connected). Schools should strive to build a full spectrum of "positive youth development" among students by applying a "life competencies" approach, not only academic and vocational skills, but also healthy living skills, personal and social skills, ethics, and citizenship.

A complete set of program components. A model of a school health programmer consisting of eight mutually reinforcing components that communities can form to meet their needs and circumstances is supported by many national organizations and membership groups, as well as CDC's DASH. Health education; student health services; a safe school environment; physical education; school nutrition services; counseling, psychological, and social services; staff health promotion programmer; and participation of the family and community are these eight basic components.

Health education consists of a scheduled, sequential curriculum taught daily in each grade (prekindergarten through twelve) that explores the physical, behavioural, emotional, social, and spiritual aspects of health and is intended to empower and help students sustain and enhance their health, prevent illness, and prevent risk behaviours associated with health. A quality curriculum helps students to build and demonstrate increasingly advanced awareness, behaviours, skills and activities related to health while discussing a range of topics, including personal health, family health, community health, consumer health, environmental health,

sexuality education, mental and emotional health, prevention and protection of accidents, nutrition, prevention and control APHA, the American Cancer Society (ACS), the American School Health Association (ASHA), the American Association for Health Education (AAHE), and the Society of State Directors of Health, Physical Education and Recreation (SSDHPER) jointly created the National Health Education Standards in 1995 to provide useful guidelines for curriculum development, teaching, and student success assessment. It has been shown that well-implemented health education increases the acceptance of health enhancing habits and school achievement.

School health services are offered to students and are intended for health evaluation, safety and promotion. These programmes are aimed at ensuring access and/or referral to primary health services, encouraging the effective utilization of primary health services, preventing and managing communicable diseases and other health issues, providing emergency treatment for illness or injury, promoting and providing optimal sanitary conditions for healthy schools and environments, and providing education and therapy. Trained practitioners, such as doctors, nurses, dentists, and other allied health workers, should provide services. Reduced absenteeism, increased academic performance, and improved health status have been correlated with health care through school-based clinics that are linked with enhanced academic services.

While only 53% of states needed schools to provide school nursing services in 1994, almost every school had requirements for first aid administration (99%), prescription administration (97%), and vision, hearing, and height/weight screening (89 percent). Fewer colleges, however, have offered less conventional resources, such as mental health therapy (56%) or health risk assessments to help students decide their lifestyle behaviors (36 percent). However, school-based or school-linked health centers are becoming more popular, and a wide variety of physical and mental health services are provided by many of these centers. During the 1997–1998 school year, a national study reported a total of 1,157 school-based health centres that supported children with in-school treatment. In high schools, thirty-seven percent were housed, 16 percent in middle schools, 34 percent in primary schools, and the rest were off-site.

In-service Teacher Training Programmers in Himachal Pradesh

In Himachal Pradesh, the in-service training programmes are not of very recent origin. The history of in-service teacher education in the state goes back to September 1962, when the Department of Extension Services was established at Dharamshala Post Graduate College and NCERT's Basic Training College of Education, which was established in 1956 in Dharamshala. The Extension Services Department addresses the need for all types of teachers. Main, middle, secondary high and higher. The Department initially addresses the need for schools in the districts of Himachal Pradesh's North Zone, i.e. Kangra Kullu, a part

of Hoshiyarpur Gurdaspur. The area of the Department of Extension Service was, however, limited to the districts of Kangra and Chamba after the reorganisation of the state of Punjab in 1966. Until 1994, the key teachers had orientation through the Department of Extension Service. With the establishment of DIETs in Himachal Pradesh, the entire responsibility for teacher pre-service and in-service training has shifted to these institutions. These organisations have been actively involved in organising lectures, conferences, workshops, orientations and training programmes, ranging from one day to one month, since the establishment of the DIETs. Currently, DIETs provide primary teachers with pre-service training and both elementary and secondary teachers with in-service training. It should be noted here that two big SSA and RMSA initiatives are also being introduced via the Himachal Pradesh DIETs. DIETs coordinate a number of training programmes for in-service elementary and secondary teachers, heads of schools, members of school boards, community members and members of Panchayati Raj Institutions (PRIs) and special education instructors.

In order to keep them aware of the changes taking place in their professional environment and to improve their skills and attitudes in the light of their changing positions, continuous in-service education of teachers is important. In preparation, the new methods and methodologies should be followed. To identify problems and recommend remedies and gather knowledge about worthwhile experiences, inventions and success stories, etc., this DIET must communicate with the field. Policy analysis and testing must be undertaken to resolve the unique issues in the district's schools. In various inservice education programmes, these field experiences can be used. The key functions of DIETs are given below in accordance with the DIET guidelines:

1. To assist the educational authorities in the planning and coordination of in-service elementary teacher educational programmers in the district and to plan and organise the programmers kept in DIET, the division must:

I define the preparation needs of primary teachers in the district and establish a plan of perspective to address those needs;

(ii) Plan an annual calendar for all DIET programmers and;

(iii) Assist the authorities concerned in the planning of an annual calendar of in-service programmers to be held outside the DIET.

To serve as the nodal branch for organizing:

i) All those in-service education programmers for teachers and head masters at the Institute, whose content does not relate exclusively or pre dominantly to any one branch i.e. programmes of a relatively general/omnibus nature.

ii) Orientation programmers for resource persons who conduct in-service programmers for teachers at other centre in the district (i.e. outside the DIET).

iii) In-service education programmers for teachers in the distance/distance-cumcontact-modes

3. To evaluate and monitor the quality and efficacy of in service programmers held in and outside the DIET, and to strive for their continuous improvement.

4. To maintain a database on all persons, except NFE/AE personnel, who undergo training at the Institute, and to organize follow up activities pursuant to such training, through correspondence, visits, transmission of printed material, etc.

5. To serve as a reference and resource centre for teachers who wish to continue their education.

6. To act as the nodal branch for all action research and field interaction (including extension) activities of the institute this may include, inter alia

i) Coordination of in house action research activities and dissemination of its results.

ii) Acting as a clearing house for information on results of all studies, researches and innovations etc. in the area of Elementary Education-whenever undertaken.

iii) Publication of a periodic newsletter and an institute journal to be sent to every elementary school/NFE/AE center in the district.

Many of the research studies had been consulted by the investigator about the in-service training programmers. Few highlights have been given as: SCERT (1980) conducted a study to evaluate the in-service training programmers for primary teachers in the selected government and aided teacher training institutions. The following conclusions were made :

1) The key persons of the course felt that inadequate staff, lack of individual attention and unavailability of books was the main problems in training programmers.

2) The participants felt that inservice training programmers was good and helped in developing knowledge about new concepts.

3) The participants felt motivated to implement most of the teaching strategies taught during the course. 4) The participants felt that skills to be used during classroom teaching were not adequately practiced during the training programmers.

5) Adequate stress was laid on the learning of concepts in science rather than teaching of the concepts.

6) The laboratory methods used by the training programmers were very beneficial, but due to the heavy syllabus in the primary classes, it was not possible to incorporate many of the activities. Sathyanesan (2001) conducted a study to determine the efficacy of in-service teacher training programmers and DIET headmasters. The research showed that learner-centered methods, objective-based instructions, environment-based approach, and mother tongue teaching were the most discussed themes in the in-service training programme provided. There was no formal arrangement in DIETs for the extension of resource support to schools, the study also stated. The study found that while the DIET recommendations highlighted the value of in-service teachers for need assessment, the DIETs have not given adequate importance to in-service training programmes for need assessment. In her research, Sharma (2006) stated that all teachers were aware of SSA's in-service training programme in Himachal Pradesh and were given opportunities to participate in these training programmers. Teachers were typically assigned to train programmers on the basis of their teaching experience and received complete support from their heads of schools attending these training courses. It was further stated that, on the basis of the needs of teachers and students, the selection of subject areas for training programmers was carried out. In training programmers, the resource persons participating in the training programmers were provided with teaching learning materials. In addition, it was concluded that teachers had a good attitude towards in-service training programmers and that programmers were considered to be realistic in developing their teaching methods, recognizing the features of the children and preparing learning materials for teaching. There was, however, a shortage of follow-up programmers to assess the effect of in-service training programmers on the skills of educators. In the Sunni educational block of Shimla district, Chauhan, Sharma and Rawat (2008) studied in-service teacher training programmers under SSA, the following ground realities related to teacher training were highlighted:

1) In the areas of use of TLM in classroom contexts, activity-based teaching and child-centred approach followed by topic enrichment, the training aspect was found to be useful for teachers to a large extent.

.2) Once training programmers were coordinated, training materials were made available to 98 percent of trainees.

(3) The training modules in Hindi, Maths, EVS, CCE, general teacher training, co-curricular activities, physical and health education and gender issues were, to a large extent, suitable for the teachers and met their needs, with the exception of the IED and art education modules.

4) The resource individuals concentrated mostly on the method of lecture-cum-demonstration while engaging with the trainees instead of demonstration methods, which were seldom used during the programmers' training.

5) The majority of teachers in the sampled schools were found to be teaching in rural areas, 84 percent, and 16 percent in urban areas.

The National Information Commission (2009) study found that teacher training is currently a major area of concern, as both pre-service and in-service teacher training is highly insufficient and badly handled in most states. It is therefore necessary for teacher training institutions to take immediate measures to develop the curricula for initial training. The Azim Premji Foundation Study (2010) on the status of DIETs in India showed that most of the DIETs, which were conceived as institutions for teacher training and curriculum development, failed to fulfil their positions. DIETs' success across the country has been abysmal. The low educational achievement in government schools among students is an illustration. Some problems faced by these institutions were also described in the report: inadequate facilities, alarming numbers of vacancies, personal problems related to faculty and staff, dysfunctional programmers. Garet et al, (2010) conducted a study in the United States entitled "Middle School Mathematics Professional Development Impact Study: Findings after the First Year of Implementation." It was found that the professional development programmers had no significant impact on the awareness of reasonable numbers of teachers; the professional development programmers had a statistically significant impact on the f f. A research was conducted by al. (2011) to find out the relation of in-service training with, and its effect on, the success of school teachers for student academic progress.

SIGNIFICANCE OF THE STUDY

Today, due to the unique date of "education for all" and the constitutional programmers of "Right to Education," teacher education faces several challenges. It must turn itself into a method that is realistic in its approach, based on its transaction analysis, value based on its outlook and learning to learn as its motto. In essence, education for teachers is not a matter of earning a degree. It is all about orienting young teachers' minds towards serving their country. Therefore, after entering the real teaching zone, it is important for teachers to get proper training so that they can offer their best in the classroom.

CONCLUSION

In any sector, training is one of the most important resources for upgrading and updating information. Training programmers need to be improved by arranging training courses that cover different strategies and skills thoroughly and actively, which is very necessary for teachers to enhance their teaching efficiency and help them concentrate on using more participatory techniques and field visits that will make content simpler and more comprehensible. Participants should be equipped with written material, up-to-date teaching manuals, productive and creative teaching aids after the training, which will enable them to show the teaching content.

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