

Needs And Approaches For In-Service Teacher Training At Elementary Level

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***Abstract-** The purpose of education is to bring out changes in behaviour of the children and shape their personality in a desirable and acceptable manner. Teaching is one of the best demanding profession in the world and Teacher is the most important person to handle the teaching-learning situation. It is essential for the teachers to play their role with excellence for achieving desirable learning outcomes. Hence, their capacity building is felt necessary.*

Problem analysis

In order to achieve the targeted learning outcome, it is the task of the teacher to design and develop best pedagogical practices according to the resources locally available. Adopting best practices and providing effective learning opportunities to all students and ensuring their participation in learning process has been a challenge for teachers. The pre-service training curriculum in the country is very often outdated that does not meet the requirement of building up the adequate capacity of teachers to handle those challenges in the practical field.

In-service teacher education and professional development is one of the greatest challenges in ensuring the *Right to Education* of children, not only providing mere access but also quality education. Hence, there is a need of upgrading the level of knowledge, understanding, skill, attitude and more over the professional excellence of the teachers to manage the learning situations and achieve the target of quality outcomes in learning. It is more necessary for the teachers to understand, organize and entrust the learning community for effective and quality learning.

Background of the study

Our system is continuously engaged in building the capacity of teachers and upgrading the level of education. But our teachers are slow and not as much adaptive to the new technology and innovativeness in achieving the desired level of efficiency.

Research and development of innovative methods involving experts in the field are given more importance in the capacity building of school teachers. Learning enhancement programmes like- 'UJJWAL' and 'UTTHAN' are presently running for training of the in-service teachers at elementary level in the state of Odisha. Rather slow but responsive changes are seen in teachers' capacity and behaviour in transacting the curriculum.

About the study

This study is undertaken as an analysis of capacity building needs and approaches for teachers at elementary level. The views and resolutions presented here are based on observations and experiences both as a classroom teacher and as master trainer (District Resource Group member) under learning enhancement programmes- UTTHAN and UJJWAL for elementary teachers in Sambalpur district in the state of Odisha. Common facts are considered for identifying and determining the results and findings.

Key features of the study

- Capacity building needs for teachers
- Approaches to Capacity building of teachers.
- Techniques and methods of capacity building programmes
- Resource Mobilization.
- Pedagogical practices.
- Teacher effectiveness and ICT.
- Monitoring and Assessment.

1. Capacity building needs for teachers

To ensure the quality learning outcomes it is essential for the teacher to know where we are and where do we need to go. We must focus on finding actual learning gaps in students and among teachers. The problem has to be understood first before solution. The motivation level of the teacher must be high along with skill and attitude.

Also the teachers need to be capable of updating their structured knowledge and upgrading professional skills regularly and continuously. New methods and techniques developed for transacting the academic and non-academic activities are required to be demonstrated before application. Technical support is necessary to follow up best pedagogical practices and to meet the new challenges at the field level in appropriate manner.

2. Approaches to Capacity building of teachers

Targeted teacher training programmes are planned and organised according to the subjects, methods and need. Technology and practices are upgraded according to the international status and stature.

Training modules that are well designed includes motivation workshops, building of strength in content and pedagogy, developing innovative methods and experiments, continuous assessment mechanism, use of ICT materials etc. The training approach is moving the system towards holistic learning, from rote learning to logical and functional learning.

Training plan for a year is made visible and transparent, so that teachers are selected according to their needs. Teaching professional development system built with teacher mentors and master trainers are constantly updated with knowledge and skill.

3. Techniques and methods of capacity building programmes

Capacity building methods that are participatory in nature and that develop a culture of shared learning amongst teachers. There are many types of programmes, techniques, methods, procedures adopted for capacity building of teachers. Such as-

- Curriculum refresher workshop.
- Subject orientation.
- Classroom observation.
- Student interview.
- Video teacher observation.
- Teacher effectiveness enhancement programme.
- Academic enrichment programme.
- Visioning exercise.
- Exposure to international best practices.
- Assessment and monitoring workshop.
- Focus group monitoring.
- Motivation and awareness workshop.
- ICT and computer assisted instruction workshop.
- Pedagogy and methodology workshop.

4. Resource mobilization

A panel of technical resource persons for each subject is prepared at the state and district level. A set of master trainers and resource group members are mobilized from amongst the teachers themselves. They are selected on the basis of their depth of knowledge, interest and commitment.

A support group of resource persons may be selected from amongst the parent, community leaders, civil society members and student ongoing higher studies, alumni of the school, local experts and dignitaries or anybody associated with the topic and willing to participate voluntarily.

5. Pedagogical practices

The pedagogical practices are commonly adopted of two types- presentation and interaction sharing. All the teachers are required to present their own practices and interact with others, so that their skill level is enhanced and pedagogical gap is maintained.

Use of technology and improvised methodology at a large scale is promoted to attain the required parameter and provide individual attention to teachers' needs.

6. Teacher Effectiveness and ICT

The teacher himself/herself is the planner, facilitator, arranger, monitor, observer, evaluator and so on the coordinator of the task. Every technical session is carried out with active participation to encourage and promote effectiveness among teachers. Each and every

teacher is given the opportunity to develop innovative methods, design presentations including ICT. In order to fulfill the task the teacher do the following effectively-

- Regular preparation of practical lesson plan.
- Follow Easy and holistic pedagogical practices.
- Regular maintenance of lesson diary in objective manner.
- Use of ICT materials and computer assisted instruction.
- Regular reporting of tasks undertaken.

7. Monitoring and Assessment

The Performance based monitoring system is followed in capacity building of teachers. Accomplishment of required in-service training has been established as criteria for promotions and career up gradation of teachers. Both academic and administrative monitoring of the capacity building programmes is undertaken by appropriate authorities during the training days.

- Regular monitoring and assessment after completion of each day of training.
- Remedial/ Complementary assessment before starting of a new session.
- Comprehensive assessment after completion of the training programme.

Limitations and suggestions

As per observations, mental engagement and active participation of the teacher is more important. But, the matter of job dissatisfaction is a constraint for the purpose. While the teachers are deputed for such trainings and workshops out of their regular business, some unconscious irritations are seen, but their conscious deliberations after the completion of the training are worth satisfaction.

It is suggested that teachers from other sections, higher level institutions may be included, so that the expansion of thought and wideness of experience may be added. The capacity building of teachers must be appreciated and awarded at different level in recognition of their performance. A network of all agencies working at different level and involved in teacher education like NCERT, Universities school of Education, RIEs, SCERTs, IASEs, DIETs, NGOs must be established to generate the team of expertise and exchange their resources for capacity building of teacher at a large context.

Conclusion

Student centric teaching-learning process is the need of the present day education. Teachers are not merely the disposer of structured knowledge, but they are the facilitator and promoter of effective environment so that the learners are capable of constructing their own knowledge and experience. Collective experience helps the teachers to eradicate the lethargy and narrowness in them. Improved teacher education can ensure improved teaching and improved teaching is the most important factor in generating improved learning outcomes.

References

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