



A Study of the Problems Faced by Primary Teachers during In-service Training Programmes in Banaskantha District

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1. Introduction

The need for improved levels of educational participation for overall progress is well recognized. The key role of educational institutions in realizing it is reflected in a variety of initiatives taken to transform the nature and function of education -- both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.

Various Commissions and Committees appointed by the Central and the State Governments in recent decades have invariably emphasised the need for quality teacher education suited to the needs of the educational system. The Secondary Education Commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional training. The Education Commission (1964-66) stressed that 'in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people' and that 'a sound programme of professional education of teachers is essential for the qualitative improvement of education.'

India has a large system of education. There are nearly 5.98 lakh Primary Schools, 1.76 lakh Elementary Schools and 98 thousand High / Higher Secondary Schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 Schools of education / university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/ elementary level*. A sizeable number of them are untrained or under-trained. In certain regions, like the North-East, there are even under-qualified teachers. As far as in-service education is concerned the situation is not very encouraging. It is estimated that on an average 40% of the teachers are provided in-service teacher education once over a period of five years. Regarding non-formal education, though a number of models are in vogue in various states in the country, much more needs to be done to prepare teachers and other functionaries for the system.

2. Rationale of the Study

In India, teacher education will assume greater importance in the coming years. This observation is supported by two factors: Firstly, teachers will be called upon to educate larger number of teachers than ever before for meeting increased demand for various categories of teachers emanating from the policy of the government to provide universal free and compulsory elementary educations as well as highly subsidized secondary and senior secondary education sector will be under considerable pressure to provide teachers who are capable of imparting quality education. The demand for quality education, as also for teachers providing it, increases with the economic development of the country. This in turn calls for improvement in structure and organization of teacher education, building institutions and reorientation of their education and training programmes.

3. Title of the Study

An Inquiry for the Problems Faced By Primary Teachers during In-service Training Programmes in Banaskantha District

4. Objectives of the Study

1. To study the problems regarding the in service teaching training process of teacher training institutions of Banaskantha District.
2. To study the problems of the trainer about guidance for planning and observation.
3. To study the problems related to demonstration lesson.
4. To study the problems regarding the subject related activities and co-curricular activities.
5. To study the problems regarding Practical training Work

5. Research Questions

1. What are the problems faced by teachers regarding the in service teaching training process of teacher training institutions of Banaskantha District?
2. What are the problems faced by appointed teachers guidance for planning and observation?
3. What are the problems faced by appointed teachers regarding teaching of content?
4. What are the problems faced by appointed teachers about guidance of lesson planning?
5. What are the problems faced by appointed teachers in observation of students' lesson?
6. What are the problems faced by teachers regarding subject related activity?
7. What are the problems faced by teachers regarding co-curricular activity?
8. What are the problems faced by teachers regarding cultural activity?
9. What are the problems faced teachers during counseling from senior teachers?
10. What are the problems faced by teachers regarding practical work?

6. Qualitative Research Methodology Applied to Present Study

Data collection is an important part of research. In order to collect the requisite data for any theme of research, one has to devise appropriate tools and use suitable measuring techniques, and sample drawn. There are several research tools, varying in design, operation, complexity of features and interpretation. Here in the present study, the investigator prepared one open-ended questionnaire, one structured interview schedule and scenario writing.

The present study gathered information regarding the problems faced by the new appointed teachers who were working in the Primary Schools during the academic year of 2015-16. These teachers have varied problems in teaching in submission, practice teaching, conducting co-curricular activities, and content related activities.

The tools were prepared with adequate care. In designing the tools, major aspects of the content area could be adequately covered by the items in appropriate proportion and due care was taken for face validity of the tools used. Review of related literature indicated that many such study also used questionnaire and interview schedule for collection of data. In the present study 'Questionnaire for teachers' tools were used for collecting the required data.

7. Population and Sample

The population for the present study was all the Primary Teacher Training Schools and Institutions of Banaskantha District. In the present study investigator used purposive sampling method. Here investigator selected forty appointed teachers from different Schools. In selection of new appointed teacher educators, investigator kept in the mind that teachers have less than three years experience. For the purpose of data regarding scenario-writing investigator purposively selected ten appointed teachers who comes under criteria and then observe the natural classroom process and write down the scenario of on going process. For the purpose of data regarding interview schedule investigator

selected ten teachers, who comes under the criteria and already responded their response in questionnaire.

8. Source of Data

All the data were gathered from the primary sources. The data regarding the problems faced by the appointed teacher in Primary School. The data has been collected through the questionnaires. In support of data gathered by the questionnaire interview schedule was used and questions were asked to the appointed teacher educators..

9. Data Collection

For the collection of data from the appointed teachers working in Primary School, investigator took the permission of the School's Principals. After getting permission from principals, investigator collected.

10. Data Analysis

Data collected with the help of different tools were analyzed by applying different methods. The data collected by questionnaire were computed with the help of frequencies. Then the data of questionnaire were also analyzed through content analysis technique. The data collected by scenario writing and interview were analyzed through content analysis technique.

11. Major Findings Based on Questionnaire of Teachers

1. Most of the appointed teachers opined that time for lecture was more and their content for delivering lecture was insufficient in compare to time.
2. Majority of the teachers replied that reference books and lecture notes were commonly used by them for pre-preparation in training.
3. Most of the teachers used discussion method and transparency as an innovation in teaching learning process.
4. Majority of the teachers felt that School library had not too much reference books.
5. Majority of the teachers used questioning skill for proper communication.
6. Mostly teachers felt relaxation in teaching of method due to less number of student teachers.
7. Some of the teachers were not teaching content in class and those who were teaching they felt difficulties in teaching of content due to co-relation.
8. Mostly teachers were judging their presentation by participation of students in discussion.
9. Some teachers felt that student teachers were not evaluating the lesson with correct attitude.