

## TEACHERS' PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING PROGRAMMES OF DIET, BIKANER

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### ABSTRACT

*Teacher's professional development is considered worthwhile since the day of independence of country. Accordingly DIETs which are known as District Institute of Education and Training are set up nation-wide as per implementation of Programme of Action- 1992. Ministry of Human Resources Development, Govt. of India rightly termed the DIETs as the light houses in the field of Education. DIETs are not only leading elementary and secondary education activities of the concerning district but also they are responsible for implementing new policies and innovations in the field of Education in terms of teachers training programs.*

**KEYWORDS:** *Teachers Training Programs, DIET, Human Resources Development, Education Policy.*

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### Introduction

These teachers training programmes are held by the DIETs in two forms -1) one is supposed for pre service training programmes and 2) the second one is related to in-service training programmes. Here we are discussing about the teachers professional development which is directly related to the in-service training programmes organized by the DIET. Before proceeding further, it is appropriate to have a look of professional development of teachers. The concept in itself related to the improvement of skills of teachers which in turn boost student outcomes. Now, Learning of teachers can take place in formal or informal settings. For various other sector formal learning settings include conference, courses, seminars, retreats and workshops. But for our teachers, formal learning takes place only in DIETs. So, it is the DIETs' sole responsibility to make suitable approaches to enhance professional development of teachers. And, no doubt, the DIETs have provided this all not only for teachers but to benefit the schemes of government, In the last few years we have seen that government programmes like LEHAR, GURU-MITRA, ABL and CCE or SIQE well implemented by the teachers through the knowledge they got from the training programmes of DIETs.

### Background

DIETs are regularly taking efforts to enhance the professional development of teachers. For it training of teaching subjects are provided along with the training of educational research and work experiences. Professional development of teachers is important as the good teachers are better at teaching student effectively. It is the vision of DIETs that teachers have access to continuous learning opportunities and professional development resources. They are better equipped achievement as the ultimate goal of teacher's professional development or any training programs of DIET.

Again, it is appropriate to mention here that New Education Policy, 2020 recognizes that teachers will require training in high quality content as well as pedagogy. The professional courses provided by DIETs in the form of trainings, promote local professions, knowledge and skills such as art, agriculture, business and such other things.

For organising professional development programmes for elementary school teachers' DIET has 7 components namely IFIC, WE, CMDE, DRU, ET, PSTE and P&M. All these components organise various teachers training programmes. IFIC works for innovations and language teachers trainings.

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ET is an important cell of DIET which is responsible for technological development of teachers. In the last few years when Corona forced to close the schools, technology supported the teachers to continue their teaching. It is the most obvious and clear example of teachers professional development. Today teachers have more responsibility than teaching. They have to look after various activities like MDM, ICT, ABL, Scholarships. etc.

DIET not only promotes professional development programmes but continually take efforts for enhancing teaching skills. Today teachers feel more comfortable due to the short training programmes of DIET. Actually DIET is a nodal agency of Govt. as well as a supporting body for teachers.

DIET trains teachers in pedagogy and other necessary requirements of schools and teachers. Seeing the importance of DIETs, Govt of India made recommendation for in-service teachers training in the terms of multi disciplinary and integrated training.

Though DIET has made extra ordinary efforts in the directions but much remain to do. There are many challenges in the professional development of teachers. First of all lack of interest of teachers in trainings is a big challenge, though trainings organised by DIET is mandatory for teachers, But somehow they try to escape it.

### **Literature Review**

A study conducted by Sankar Prasad Mothanty, Department of education, Ravenshaw University, Cuttack, Odisha, namely "In-service Training at Elementary School Level: Impact on Classroom Practices". In the stated study researcher found that in-service training has significant positive effects on the skills of introducing the lesson, Skills of teachers for presenting the lesson in the classroom teaching, explain the lesson by giving suitable examples, skills of explanation in the classroom with demonstration, asking question and students participation for seeking more elaboration on the lesson taught.

According to "The Professional Development of Teachers", Creating Effective Teaching and Learning Environments: First Results from TALIS: ISBN 978-92-64-05605-3, teachers feel that a development activity has had limited impact, this is likely to colour their decisions, and perhaps those of their colleagues, regarding future participation in that activity. Prof. Dr. Che Mohd Zulkifli Che Omar, Stated in 'The Need for In- Service Training for Teachers and It's Effectiveness In school, that In-service training for teachers act as a catalyst for teacher's effectiveness. It is also a way of updating teachers' Skills and knowledge for improving teaching and learning which lead to better job performance. In service training is important for teachers to face Challenges and changes in the educational world. In-service training is also a fundamental aspect to improve teacher's professionalism.

### **Propose and Scope**

This paper focuses on teachers in order to understand the effects of trainings, conducted by DIET, Bikaner, on professional development and skill improvement. Therefore, in addition to this broader aim, the key areas of focuses include:

- To find out types of professional development.
- To find out unsatisfied demand and developmental needs of teachers.
- To find out the areas of greatest developmental need.
- To find out the benefits of proper training programs among the teachers of DIET Bikaner region.
- To explore the challenges of implementing proper training programs used by DIET Bikaner.

This study will look at how the teachers feel about the DIET, Bikaner's training programs. Teachers of elementary schools of Bikaner district are selected for the study "Teachers' training is a new strategy widely practiced in education sector. In the few last years all teachers' training programs here have been organized by the DIET However, there has been inadequate research has been made regarding the subject. Thus, the main objective of this study is to find out the expectations of teachers, status of professional development and skills of teachers through these training programs, feelings of teachers for training programs, and the challenges in organizing the trainings.

This research will be a good resource for DIET, Bikaner, wanting to improve its training programs and increase its productivity. The study will also give an insight to different training programs and their outcomes on the schools that could help the school administrators to see the best fit training programs for schools.

### Research Hypothesis

For this study following hypothesis are set after thorough study of available literature and conversation with the persons working in the field.

**H<sub>1</sub>:** Training programs have positive impact on performance of teachers.

**H<sub>2</sub>:** Different challenges experienced by the authorities to organize the training programs.

**H<sub>3</sub>:** Different training programs are developed by DIET for improvement of practices of teachers.

### Limitations

Despite of the successful completion of the research, there were a few limitations encountered during the collection of data. The first limitation experienced was the availability of time to complete this research. Second is, teachers are not daring enough to disclose their experiences about training programs conducted by DIET. The last one limitation is the physical distance, as the Bikaner district has a broad territory, it is not possible to touch all the teachers to collect data.

### Methodology

77 Teachers, who have attended the training programs of DIET Bikaner, Selected for sample of this survey study. These teachers are selected on random basis from all the 7 educational blocks of Bikaner district. These teachers included in the sample are working on the regular basis in elementary government schools of the district.

This study adopted the use of questionnaire instruments to collect primary data from the teachers of schools in Bikaner. The sampling approach made it easier to access all the targeted respondents.

The major aspect of the survey methodology requires a face-to-face communication with the respondents. During the Communication, researcher first introduced for herself and then brief about the survey, They were assured about the confidentiality of their data, along with the objectives of the study. Finally they were hand over the questionnaire. They were allotted sufficient time to fill up the tools. Efforts are taken to achieve a high response rate.

### Data Analysis

The data analysis was conducted through a process from the coding to the responses of the respondents. There answer 'yes' is coded 1 and 'no' is coded as 0. Before feeding the data on excel sheets the half filled up questionnaires are put aside and not included in generating results. According Mayer (2015), data analysis begins from data cleaning, coding, input, and analysis.

Here data cleaning was done to remove all missing variables that respondents either failed to fill or could not be able to understand. Again coding was done to assign binary numbers to all certain items. The received binary numbers were used to construct tables.

Based on the nature of objectives, this study applied Excel program to analyze the data. The analysis involves defining variables sets to come up with multiple response sets. Descriptive statistics were used to find out percentage and arithmetic mean.

### Findings

Training programs are planned by the DIETs and then send for final approval to RSERT. A part from it many training programme are designed by the government and finally these are conducted by DIET. Training programs are designed to develop short term skills as well as long term abilities. The various kinds of training programs attended by the teachers, are shown in following table.

S. No.	Training Program	No of Teacher Attended	No. of teachers appointed	Percentage
1	Subject teaching	40	60	66.66
2	Research training	32	60	53.33
3	T.L.M. construction	37	60	61.66
4	Educational technology	29	60	48.33
5	Library	30	40	75
6	Leadership	31	40	77.5
7	Innovative practices	36	60	60

Though it is obligatory for teachers to attend the training programme, Yet all the teachers who were appointed to take training were not made their presence in the scheduled programs. The teachers who were absent in training programs stated various reasons of their absent and these are tabled below-

S. No.	Stated Reason of Absent	No. of teachers	Percentage
1	H.M. or Principal not relieved for training	37	48.05
2	Personal reason	11	14.28
3	Self illness	13	16.88
4	Other reasons	12	15.58

Importance of training programs according teachers:

Teachers think differently about the importance of these training programs, it is shown in following table-

S. No.	Cause of Importance According Teachers	No. of teachers (Total 77)	
1	Importance to learn innovative practices	40	51.94
2	Importance to learn subject matter	29	37.66
3	Important for professional development	42	54.54
4	Importance to improve teaching skills	38	49.35

Challenges in conducting training programs:

On the basis of data collected from teachers and authorities following are the main challenges in conducting training programs successfully-

S.No.	Challenge	No. of Respondents (Out of 77)	Percentage
1	Proper administrative support	39	50.64
2	Lack of Proper training of KRPS	31	40.25
3	Unavailability of qualified resource persons	42	54.54

## Discussion

The importance of teachers training programs has been proved appropriate in professional development of teachers as well as in administrating policies by the government. The findings of this study revealed that government got the opportunities through these training programs to design programs that could make teachers benefit from new skills and advancement. Skills learnt through the training programs helpful for teachers on the problem spots of their practical teaching at school or Classrooms. Also teachers feel more confidence for teaching by attaining these trainings. It is seen that training specially increases the confidence level of teachers. They become more satisfied for their profession due to the training programs. Again, training programs help teachers in learning subject materials, It is also revealed that teachers are generally interested in attaining training programs if they are allowed by their head of institute. There are also some notable challenges in conducting training programs as in despite of training orders head masters or Principles deny to allow the teacher to attend the training programs. There are some mis concepts among the heads of institutions about training programs. Trainings provide teachers the needed skills, abilities, and subject knowledge to teach effectively in the classrooms. The findings presented in this to study also support previous results that training plays an important role in development of professional skills in teachers. A majority of respondents agreed that issues of administrations made communication and structures hinder effective implementation of training programs.

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