

# Impact of Nali-Kali Training under Gurechetana Programme on Professional Development of In-service Teachers

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## Introduction:

District Institute of Education and Training (DIET) is a nodal agency for providing academic and resource support at the district and grassroots levels for the success of various strategies and programmes undertaken in the areas of elementary education. Until the adaptation of NPE 1986, academic and resource support in the area of elementary education was being provided largely at national and state levels only by institutions like NCERT, NIEPA (Now called as NUEPA) and SCERTs. Below the state level, there were elementary teacher education institutions. The NPE and PoA envisaged addition of a third district-level tier to the support system in the shape of District Institutes of Education and Training (DIET). DIETs were established with the financial support from the Central Government in pursuance of NPE-1986.

There is therefore a need to reformulate the vision of this institution so that DIETs can contribute to fulfilling the mandate under the RTE Act in matters relating to continuous teacher professional development, school support and improvement. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 is a right to quality education, which requires the state to invest in, regulate and monitor school quality, curriculum and pedagogy, and the provision of well-educated professional teachers. The design of the Sarva Siksha Abhiyan (SSA), with the outreach activities that take place through the Block and Cluster Resource Centres, requires a District Institution that can strengthen and oversee in-service work with teachers and give overall direction and support to Block level school improvement initiatives.

The DIET requires an overall academic focus area which would form its key purpose, based on which its larger role in the landscape of educational practice can take shape. This would also enable the DIET to converge its various activities or plans, design its own Annual Work Plan (AWP), and build collaborative linkages with other organizations. The overall institutional design, expectations and functions should follow from its focus, and become the basis of its relationship to other institutions. The core institutional focus of a DIET is continuous teacher professional development, which would directly/indirectly impact on school improvement programmes. Both are important and linked to each other, and converge as they bring back the focus on teachers as central to school quality.

## Overview of “GURUCHETANA” Programme in Karnataka State:

Karnataka State government's new scheme, Guruchetana, at a function at the District Institute of Training and Education (DIET). The new scheme has been launched with a noble intention of empowering teachers by enhancing their ability and knowledge base to improve the quality of education. It was a specially designed programme and the officials of the Department of Public Instructions, should strive for the successful implementation of the scheme. The Department of Education has a great deal of confidence in the performance of the teachers who fulfil the expectations of society. Besides teachers, no one else can play a crucial role in building a solid society. Teachers are not just literary people, only they are the ones who reach the necessary human resources for the future of this nation. The department and the partner work as a knowledge bridge among parents in particular conditions. Our state dream is to receive such a competent teacher force. The Department of Education requires teachers to step into a holistic goal of developing the backbone of training as a person-power. But the expectations on teachers are even higher and different. The state finds that these cannot be fulfilled with annual programs, limited training for content. The new base is hoping to develop their resources and career skills, not just to train teachers. The ideas are projected. The “Guru Chetana” program is being implemented by the Government of Karnataka. The need for a long-term plan is to develop a specialized teacher professional development curriculum for the development of teachers Designed. The government is committed to involving a total 30-day teacher development workforce in the next three years. For this, 200 to 250 different learning tutorials (modules) will come out in three years. In this new project, teachers independently choose the modules for their professional development There is an urgent need. These include the philosophical system of education, the nature of the case, the various teaching, learning methods and subjects that help to develop the classroom process. Includes academic orientation that combines balance and learning exponentially. Early on the academic orientation of the Guru Chetna program in 2017-18, the students of Kannada, English, Hindi, Science, Social Sciences, Mathematics, Nali Kali and 30 designs in 8 of the total and goals of this programme are Making Teachers a Reflective Practitioner, Teachers are self-motivated to provide opportunities to participate in professional development and Forming autonomous teachers to understand and enable children learning opportunities

## Significance of the study:

In-service training 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 new challenges and changes in the education world. Effective teacher learning and professional development is important for student achievement. Teacher learning is a continuous process that promote teachers' teaching skills, master new knowledge, develop new proficiency, which in turn, help improve students' learning. The primary purpose

of in-service training is to enable teachers to acquire new understanding and instructional skills. It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom.

Just as professionals in medicine architecture, law, etc have opportunities to learn through examining case studies and new technological innovations similarly ongoing professional development keeps teachers up-to-date on various parameters like:

- New pedagogies
- Emerging technology tools for classroom
- New curriculum resources and more

The most powerful strategy school systems have at their disposal to improve teacher effectiveness is professional development. Teachers training programmes provide an ideal platform for facilitators of education to release their innate creativity, share their knowledge and learn from each other in a motivating and conducive environment. The best professional development is ongoing, experiential, collaborative, connected to and derived from working with students and understanding their culture.

Thus, in-service training empowers people to realize dreams and improve their lives. The constant flux in the education system beckons the facilitators to connect with the latest and innovative tools in education. It enriches the professionals and assists them to learn, unlearn and relearn. The result evolves the quality of teaching, enhances student learning and ensures effective and high-quality teachers are placed in all classrooms.

With the Establishment of DIETs in Karnataka, the whole responsibility of pre-service as well as in-service training of teachers shifted to these institutions. Presently, DIETs are imparting pre-service training to the primary teachers and in-service training to all elementary and secondary teachers. It is worth mentioning here that two major Projects SSA and RMSA are also implemented through the DIETs of Karnataka. Varieties of training programmes for in-service elementary and secondary teachers, school heads, members of school management committees, community members and members of Panchayati Raj Institutions (PRIs), instructors of special education are organized by DIETs under the scheme of GURUCHETANA in Karnataka State.

The central and state governments are spending a huge amount for the organization of in-service training programmes. This investment demands a good return in the form of quality in the elementary education. In order to achieve this goal, timely assessment and reviewing is needed. A close scrutiny is needed in designing, planning and implementation of in-service training programmes for making them meaningful. Each and every course has to be evaluated with various measures for its effectiveness. The improvement reflected in the quality of elementary education as a result of various programmes designed by DIETs to support school system, has also to be reviewed. Keeping in view the role of DIET with special reference to in-service training programme following objectives were framed:

## Objectives of the study:

1. To measure and analyse the usage of teaching methods and techniques, Teaching Interest and Carrier Efficiency between before and after Nali-Kali training conducted by the DIETs.
2. To study the mean significant difference in usage of teaching methods and techniques, Teaching Interest and Carrier Efficiency between before and after Nali-Kali training conducted by the DIETs.

## Hypotheses of the Study:

1. There is no significant difference in usage of teaching methods and techniques between before and after Nali-Kali training conducted by the DIETs.
2. There is no significant difference in Teaching Interest between before and after Nali-Kali training conducted by the DIETs.
3. There is no significant difference in Carrier Efficiency between before and after Nali-Kali training conducted by the DIETs.

## Methodology of the Study:

The Comparative method was used under Descriptive research in the present investigation. It describes the current position of the research work. It involves interpretation, comparison, measurement, classification, analysis, evaluation and generalization. All these direct towards a proper understanding solution of significant educational problem.

## Sampling Design:

For the present study Simple random sampling technique was used and the study covers In-service Primary School teachers from 14 DIETs of four divisions of Karnataka State. Sample of One Hundred and ninety-eight(N=198) In-service teachers was drawn from 14 DIETs.

## Tools used for the study:

The investigator made a careful selection of the available standardized tools which could be validly applied to the sample of students selected for study. All the tools selected were those that were developed for the use with in-service teachers of Primary Level. Usage of Teaching Methods and Techniques, Teaching Interest and Carrier Efficiency tools are developed by the Researcher. Usage of Teaching Methods and Techniques Scale contains 59 items, Teaching Interest Scale consists of 28 items and Carrier Efficiency tool contains 36 items and All the items are Likert type and Care was taken to assure that the tools had accepted levels of validity and reliability.

## Statistical Techniques:

Percentage Analysis, Quartile Deviation, Mean, Standard Deviation and t-test were used for analysing the data. The Statistical Package of the Social Sciences (SPSS) version 23.0 was used to analyse the data. Descriptive Statistics were used to describe and summarize results.

## Analysis and Interpretation of the Data:

Table 1: Table shows N and Percentage of Comparison between Before and After Nali-Kali Training with respect to teacher related Variables.

	Levels	Before Training		After Training	
		N	%	N	%
Usage of Teaching Methods and Techniques	Good	61	30.8	130	65.7
	Moderate	84	42.4	34	17.2
	Low	53	26.8	34	17.2
	Total	198	100.0	198	100.0
Carrier Efficiency	Good	51	25.8	108	54.5
	Moderate	91	46.0	74	37.4
	Low	56	28.3	16	8.1
	Total	198	100.0	198	100.0
Teaching Interest	Good	58	29.3	187	94.4
	Moderate	71	35.9	3	1.5
	Low	69	34.8	8	4.0
	Total	198	100.0	198	100.0

Before Nali-Kali Training only 30.8% of the In-service teachers have Good Usage of Teaching Methods and Techniques in their teaching and learning Process, after Training of Nali-Kali it increases 65.7%. Before Nali-Kali Training only 28.6% of the In-service teachers have Poor Usage of Teaching Methods and Techniques in their teaching and learning Process, after Training of Nali-Kali it decreases to 17.2%. Before Nali-Kali Training only 25.8% of the In-service teachers have Good Carrier Efficiency in their professional development, after Training of Nali-Kali it increases to 54.5%. Before Nali-Kali Training only 28.3% of the In-service teachers have Poor Usage of Teaching Methods and Techniques in their teaching and learning Process, after Training of Nali-Kali it decreases to 8.1%. Before Nali-Kali Training only 29.3% of the In-service teachers have Good Teaching Interest in their teaching and learning Process, after Training of Nali-Kali it increases to 94.4%. Before Nali-Kali Training only 34.8% of the In-service teachers have Poor Teaching Interest in their teaching and learning Process, after Training of Nali-Kali it decreases to 4%.

Table-2: Table Shows Mean, N, SD and t-values between Before and after Nali-Kali Training with respect to some teacher related factors

	Groups	Mean	N	SD	t-value	Sig.
Usage of Teaching Methods and Techniques	Before Training	228.66	198	19.24	8.85	Significant at 0.05 level
	After Training	237.05	198	20.43		
Carrier Efficiency	Before Training	184.50	198	23.24	9.08	Significant at 0.05 level
	After Training	197.35	198	17.56		
Teaching Interest	Before Training	107.65	198	3.87	62.50	Significant at 0.05 level
	After Training	116.61	198	4.11		

There is a significant difference in usage of teaching methods and techniques between before and after Nali-Kali training conducted by the DIETs ( $t=8.85$ ,  $p<0.05$ ). The mean score of usage of teaching methods and techniques in before Nali-Kali training is 228.6, after Nali-Kali Training Mean Score is increased by 237.05 and it clearly shows that, Nali-Kali Training is increasing the usage of teaching methods and techniques in their Teaching-learning process of in-service Teachers.

There is a significant difference in Carrier Efficiency between before and after Nali-Kali training conducted by the DIETs ( $t=9.05$ ,  $p<0.05$ ). The mean score of Carrier Efficiency in before Nali-Kali training is 184.5, after Nali-Kali Training Mean Score is increased by 197.35 and it clearly shows that Nali-Kali Training is increasing the Carrier Efficiency in their professional Development of in-service Teachers.

There is a significant difference in Teaching Interest between before and after Nali-Kali training conducted by the DIETs ( $t=62.50$ ,  $p<0.05$ ). The mean score of Carrier Efficiency in before Nali-Kali training is 107.65, after Nali-Kali Training Mean Score is increased by 116.65 and it clearly shows that Nali-Kali Training is increasing the Teaching Interest in their professional Development of in-service Teachers.

### Major Findings of the Study:

- Before Nali-Kali Training only 30.8% of the In-service teachers have Good Usage of Teaching Methods and Techniques in their teaching and learning Process, after Training of Nali-Kali it increases 65.7%. Before Nali-Kali Training only 28.6% of the In-service teachers have Poor Usage of Teaching Methods and Techniques in their teaching and learning Process, after Training of Nali-Kali it decreases to 17.2%.
- Before Nali-Kali Training only 25.8% of the In-service teachers have Good Carrier Efficiency in their professional development, after Training of Nali-Kali it increases to 54.5%. Before Nali-Kali Training only 28.3% of the In-service teachers have Poor Usage of Teaching Methods and Techniques in their teaching and learning Process, after Training of Nali-Kali it decreases to 8.1%.
- Before Nali-Kali Training only 29.3% of the In-service teachers have Good Teaching Interest in their teaching and learning Process, after Training of Nali-Kali it increases to 94.4%. Before Nali-

Kali Training only 34.8% of the In-service teachers have Poor Teaching Interest in their teaching and learning Process, after Training of Nali-Kali it decreases to 4%.

- Nali-Kali Training is increasing the usage of teaching methods and techniques in their Teaching-learning process of in-service Teachers. Nali-Kali Training is increasing the Career Efficiency in their professional Development of in-service Teachers. Nali-Kali Training is increasing the Teaching Interest in their professional Development of in-service Teachers

## Conclusion:

The present paper has shown Impact of in-service teachers Nali-Kali Training on some aspects of Professional development of in-service teachers. The investigators want to draw the attention of experts, academicians of the field to look in to these opinions and regulate the training programme. This paper has highlighted the importance of Training Programmes in teaching learning process and need to enhance it. Quality must be built into each design and each process. It cannot be created through inspection. However, it should be a onetime activity and is also to be continuously modified. More resources should be provided to strengthen this area of trainees. More emphasis should be given to practical aspect of training. Time duration of Nali-Kali training programme should be increased. DIETs have come out with a changed structure of various training programmes with several new and innovative modules and it is responsibility to ensure that all these modules are efficiently integrated with the Teaching-learning process.

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