Training of Elementary Level School Teachers on Learning Outcomes in District Ganderbal, J&K State (A Study)

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Abstract

Education is critically important tool in the present day society, especially in developing countries like India. Educationally sound teachers are considered as fountains of talent and knowledge. Teachers, especially those working at elementary level,are expected to bring out the best in children so as to help them realize their capabilities (physical, intellectual,spiritual etc) in all spheres of life. Education system tries to ensure adequate supply of professionally trained teachers to facilitate, guide and mentor the students enrolled in elementary schools. The main concern, therefore, is to build and refresh the capacity of teachers in teaching children so as to enable them to acquire the desired knowledge, skills, attitudes, aptitudes and other curricular capabilities.The latest country-wide training imparted in this area is on Learning Outcomes. The document is the effort of Department of Elementary Education,National Council of Educational Research and Trainings (NCERT), New Delhi.In light of this, the paper evaluates the Training on Learning Outcomes in District Ganderbal of J&K state.

Key Words: Learning Outcomes, Ganderbal, Elementary Teachers,ICT, School Education

I INTRODUCTION

Due to the new insights in the field of pedagogy and the vast societal changes, education is becoming complex day by day. There is knowledge explosion in every field throughout the world. All this has brought about substantial and rapid changes in the methods of teaching-learning and supportive materials thereof, especially at elementary level of School Education.This is carried out through training which is considered as one of the most important tools to improve overall performance of teachers. Effective and suitable training methods can bring improvements and have positive impact on the pedagogical processes carried out by them.This, in turn, has a revolutionary effect on the students at elementary level and teachers become more effective and creative. In this area J&K also has been training teachers at various levels in multiple disciplines, both curricular and co-curricular. In the current year,training on Learning Outcomes at Elementary level was carried out in all the 22 districts of J&K state with a view to carry out goal-oriented pedagogical processes. The present paper attempts to study the Training of Elementary Level School Teachers on Learning Outcomes in District Ganderbal, J&K state. The objective of the study is to know

- how effective the training programme on Learning Outcomes has been .
- the quality of support materiarls provided before and during the training programme

For achieving the above set objectives, following hypothesis has been formulated:

1. There is positive impact of training programme on participants on the use of learning outcomes material.
2. The objectives of the training programme and support materials of the programme are being communicated and provided to the participants well in advance.
3. There is a positive opinion of participants about the quality of supportive materials provided to them before and during the training programme.
4. The teachers are satisfied regarding different aids of training material .
5. The participants opined positive attitude and behavior towards the programme coordinator , resource person and interactive session.
6. The participants are highly satisfied regarding the effectiveness of whole trainingrogramme on Learning Outcomes.

II.LITERATURE REVIEW

There is evidence of ample research in the area of trainings. Some of the findings from the papers studied are presented here under.

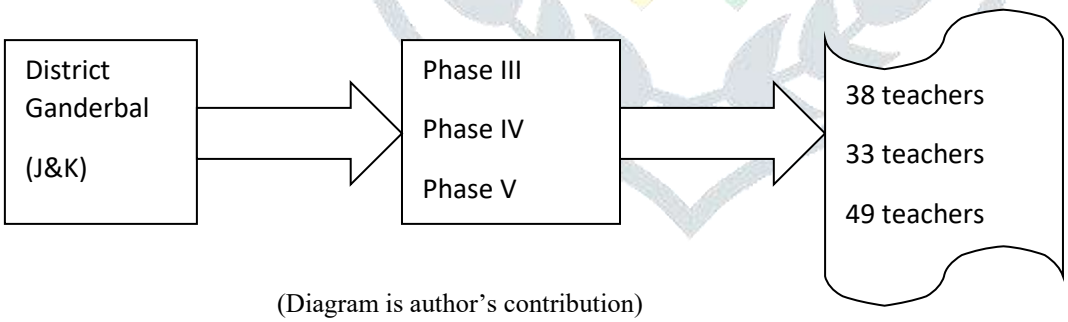
Nagar (2009) studied the effectiveness of training programmes being conducted by State Bank of Bikaner & Jaipur and The Bank of Rajasthan Ltd .The data was collected through a structured questionnaire containing statements regarding several aspects of training like course duration, library facilities, trainer, teaching & computer aided programme and other infrastructural facilities. The calculated t values are less than table value of t hence there is no significant difference in the opinion of respondent at the two sample training centers. Karthikeyan K.K.,Karthi R. and Shymala G.D. (201) studied various aspects of the existing training programme practices and its effectiveness in public and private sector banks of south India. The main objective of the study was to assess the status of effectiveness in discharging the roles and responsibilities by the bank employees. The authors assessed various facets of training, like employee's attitudes towards training inputs, quality of training programmes, training inputs and application of training inputs to the actual job. Debra (2011), explored the relationship between training experiences and attitudes about perceived job proficiency. The author found a direct relationship between one's positive training experiences, attitudes and proficiency. The employees who updated themselves through training had the most positive attitudes toward training. But the ones who had negative training attitudes, had negative view on their proficiency. Singh and Mohanti (2012) came out with a suggestion that the training had a significant role to play on productivity, but there are other dominant market forces which reduce its significance. Authors carried out a comparative study of training practices and other macroeconomic and market force both of which affect productivity. Shakila (2014) pointed out that in order to evaluate the effectiveness of training programs the new advancements in Human Resource Development should be included. The studies have been concentrated on various variables, like training effectiveness, training evaluation, training projects, customer satisfaction, management training and development, goal orientation and training attitudes.For career development of employees training programs are essential and so researchers in forth coming times should concentrate on the evaluation of training and development programs.

III.RESEARCH METHODOLOGY

Random sampling method was adopted to study the Training of Elementary Level School Teachers on Learning Outcomes in District Ganderbal. 25 teachers from each of the four zones were selected in each phase of the training for the study. This amounted to 100 participants in each phase, out of which 38 teachers, 33 teachers and 49 teachers from phase III, phase IV and phase V, respectively, responded.

Sample

The sample of the study consists of 120 teachers from district Ganderbal. The participants includes faculty from middle schools only. The diagrammatic representation of the sample is given below:



(Diagram is author's contribution)

Statistical Tool

A structured questionnaire/feedback format was developed by the researcher to know the effectiveness of training programme on Learning Outcomes. The format contains 15 items covering various variables like Communication, quality of material, time duration,training methods, over-all impression of the participants towards the training programme on Learning Outcomes etc. For the analysis and interpretation of the data collected mean and percentage are used in the present study

Procedure

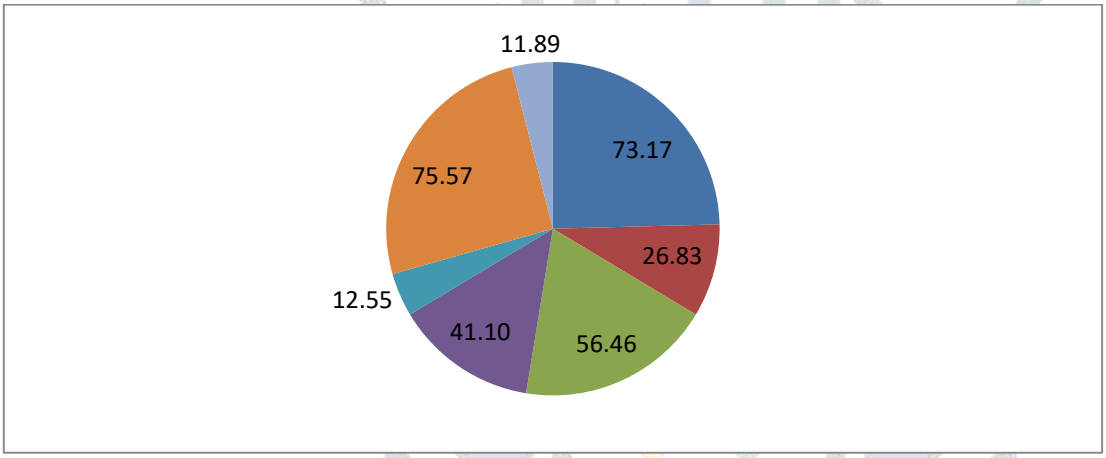
It involved careful administration of the feedback questionnaire from all at the end of the training programme by the facilitator / programme coordinator for collecting information about the effectiveness of the training programme. Participants were requested to answer all items of the format, without any bias.

IV.RESULT AND DISCUSSION

Analysis and interpretation of data was made in the light of objectives and hypothesis of the study.

Table1 Perception Towards Communication and Materials

S.No	Item	Response	Phase III N= 38	Phase IV N = 33	Phase V N =49	Mean
1	Objectives of the Programme were communicated to the participant before hand	Yes	63.16	78.79	77.55	73.17
		No	36.84	21.21	22.44	26.83
2	Support materials about the programme were provided in advance	Yes	71.05	63.63	34.69	56.46
		No	23.68	36.36	63.26	41.10
3	Quality of Support Material	Excellent	15.38	18.18	4.08	12.55
		Good	81.57	75.75	69.38	75.57
		Satisfactory	3.05	6.07	26.54	11.89



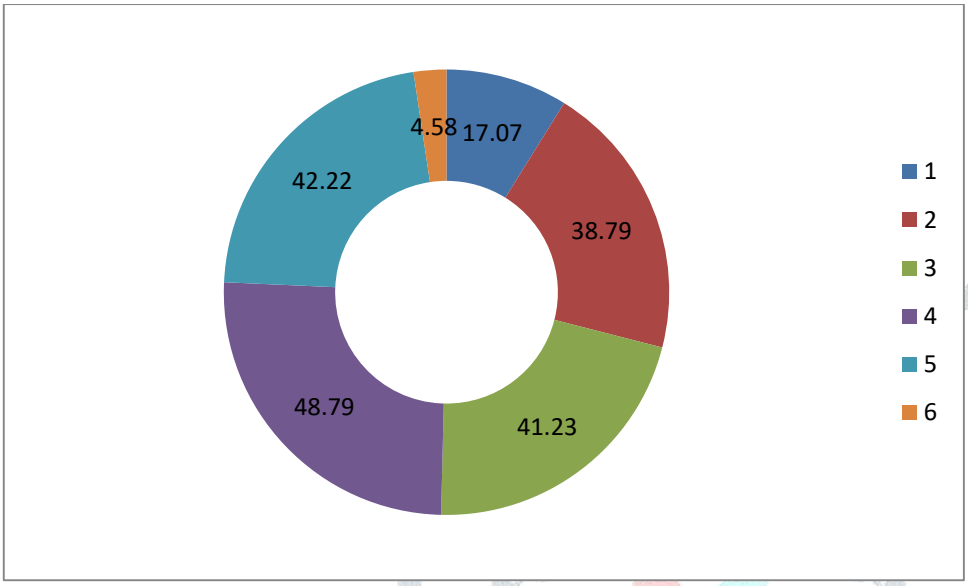
Pie diagram of table 1

Table 1 shows the perception of participants towards communication and support material regarding the training programme. Though most of the participants of phase III and phase IV viewed that 'objectives of the training programme were communicated to them before hand but 36.84% participants of phase III, 21.21% participants of phase IV and 22.44% of phase III are not in favour of the above statement. Similarly , 71.05% participants of phase III and 63.63% participants of phase IV have reported that the support material regarding the programme was provided to them in advance but at the same time 63.26% of the participants of phase V do not agree with provision of any kind of supportive material in advance. Item 3 of above table clearly shows data about the quality of the support materials. About 70% to 80% participants viewed that quality of the support materials were good and satisfactory. On the other hand, only 5 to 20 percent of the participants viewed the same as excellent. This shows that though the quality of support material provided during the training programme is good but there is a need of further improvement in this regard.

Table 2: Perception regarding Time

S.NO	Item	Response	Phase III N=38	Phase IV N=33	Phase V N= 49	Mean
1	Duration of the Training Programme	Quite Right	15.78	27.27	8.16	17.07
		Just right	47.36	36.36	32.65	38.79
		Short	34.21	30.3	59.18	41.23

2	Working hours of the Training Programme	Very convenient	63.15	42.42	40.81	48.79
		Just convenient	34.21	39.39	53.06	42.22
		Inconvenient	--	3.03	6.12	4.58

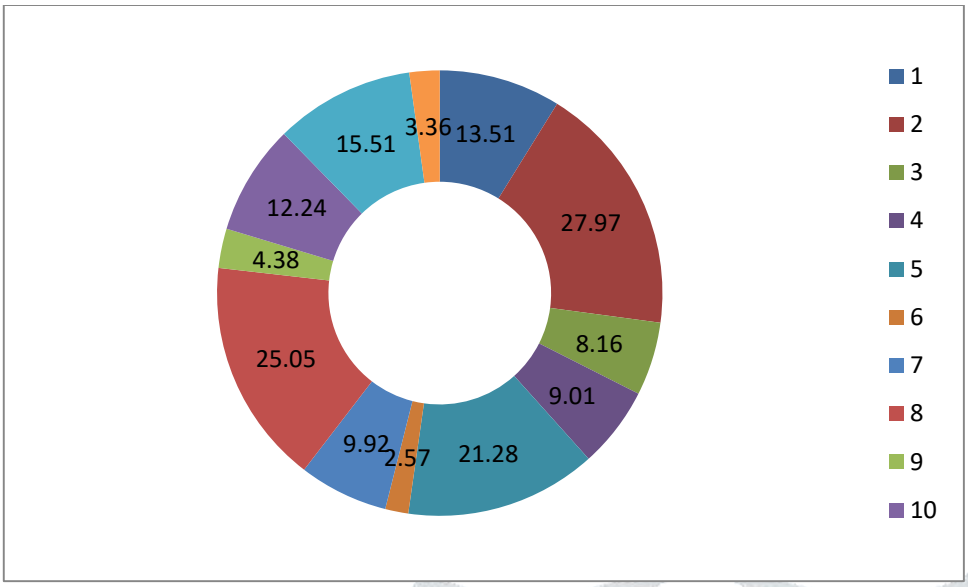


Doughnut diagram of table2

From table 2 it is concluded that 47.36 percent of the participants of Phase III, 36.36 percent of Phase IV and 32.65 of phase V viewed that the duration of the training programme was just right whereas 34.21 percent of the participants of phase III, 30.30% participants of phase IV and 59.18 percent participants of phase V expressed negative attitude towards the duration of the training programme, quoting it to be of very short duration. At the same time very few participants have expressed their satisfaction saying that duration was quite right. Again 63.15 percent of the participants of Phase III and 42.42 percent of Phase IV programme viewed that working hours of the training session was very convenient but only 40.81 percent of phase V agreed on it.

Table 3: Perception regarding ICT

S.No	Item	Response	Phase III N=38	Phase IV N=33	Phase V N=49	Mean
1	Computer/Laptop	Mostly Used	13.15	15.15	12.24	13.51
		Used	34.21	27.27	22.44	27.97
		Not Used	----	-----	8.16	8.16
2	Mobile Phones	Mostly used	5.63	3.03	18.36	9.01
		Used	21.05	6.06	36.73	21.28
		Not Used	2.63	3.03	2.04	2.57
3	Projector Screens	Mostly used	10.52	15.15	4.08	9.92
		Used	31.51	21.21	22.44	25.05
		Not Used	2.63	---	6.12	4.38
4	Smart Board	Mostly used	---	---	12.24	12.24
		Used	21.05	3.03	22.44	15.51
		Not Used	2.63	---	4.08	3.36



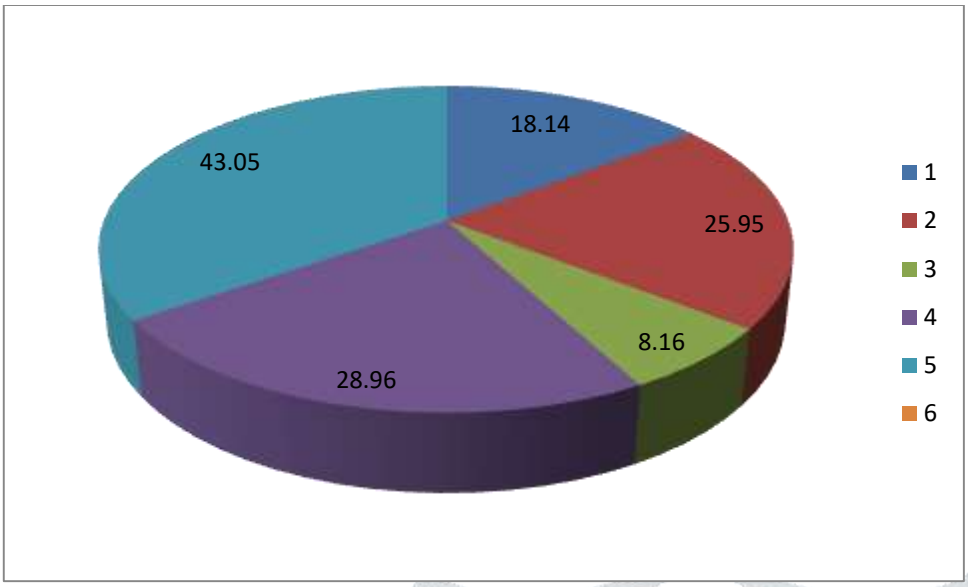
Doughnut diagram of table 3

Table 3 indicates the usefulness of the various modes of Information Communication and Technology (ICT) in training of learning outcomes. It is clearly observed that very few participants (even less than 40%) from all phases viewed that computer/laptops and mobile phones were used for the training programme of learning outcomes. Again there is a big question with regard to the use of various modes of ICT material. It poses a challenge to the effectiveness of training programmes.

Table 4 revels the perception of the participants of Phase III, Phase IV and Phase V regarding the methods of training used in the Learning Outcomes training programme. About 34.21% participants of Phase III reported that group discussion method was used to a great extent whereas 21.21% and 22.44% participants of phase IV and phase V, respectively reported that it is Used. Similarly , 61.22% participants of phase V and 37.36% of phase IV reported that activity and demonstration method is used.

Table 4: Perception of participants towards Training Methods

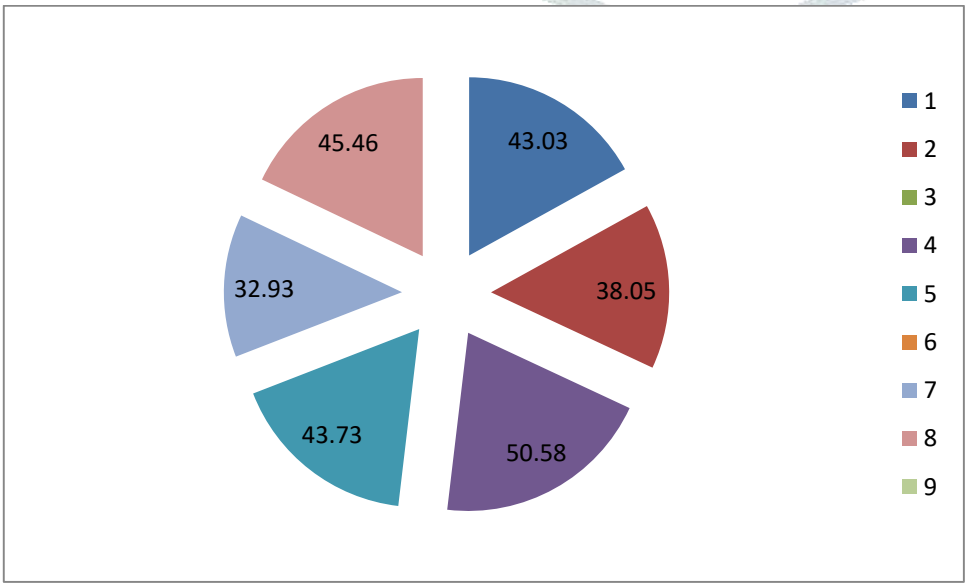
S.No	Item	Response	Phase III	Phase IV	Phase V	Mean
			N = 38	N=33	N = 49	
1	Group Discussion	Very useful	34.21	18.18	2.04	18.14
		Useful	34.21	21.21	22.44	25.95
		Not Useful	-	-	8.16	8.16
2	Activities / Demonstrations	Very useful	47.36	27.27	12.24	28.96
		Useful	31.57	36.36	61.22	43.05
		Not Useful	--	--	--	



Pie diagram of table 4

Table 5: Perception of Teachers against Co-ordinators,Resource Persons and Interactions.

S.No	Item	Response	Phase III	Phase IV	Phase V	
			N = 38	N=33	N = 49	Mean
1	Facilitator / Programme Coordinators	Best	50	48.48	30.61	43.03
		Good	36.84	24.24	53.06	38.05
		Fair	-	-	-	
2	Resource Persons	Best	60.52	60.6	30.61	50.58
		Good	31.57	36.36	63.26	43.73
		Fair	--	--	--	
3	Interactive Sessions	Highly Useful	42.1	42.42	14.26	32.93
		Useful	50	33.33	53.06	45.46
		Not Useful	-	-	-	



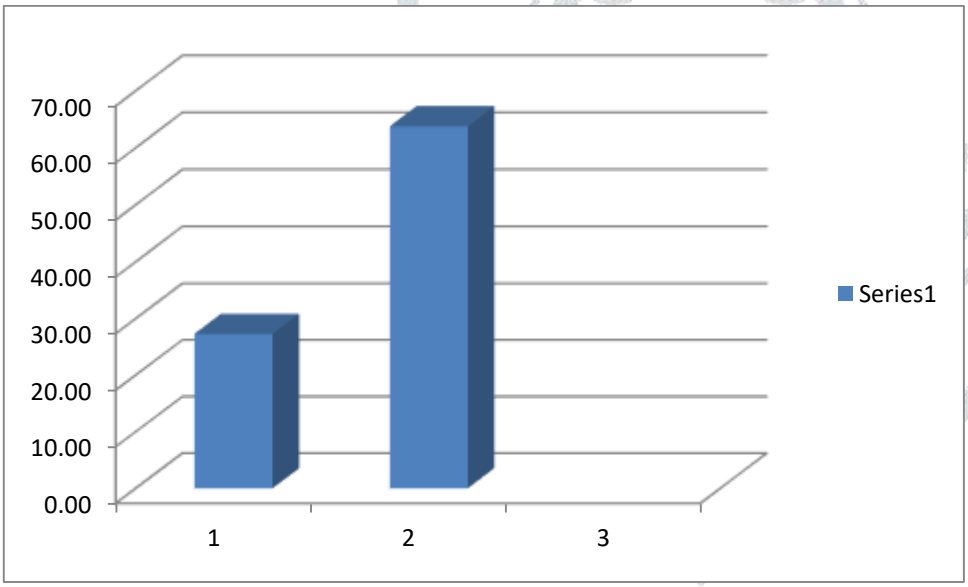
Pie diagram of table 5

Table 5 shows that 50% participants of Phase III, 48.48% participants of Phase IV and 30.61% participants of phase V reported reported that Services and attitudeof Facilitator and Programme Coordinators were best. Similarly, more than 60% of the participants of Phase III and Phase IV reported that the Resource persons of the training programme were very efficient and effective. But only 30.61% participants of phase V reported the same.Further table shows that more than 40 percent of participants from Phase III and Phase IV reported that the interactive session was highly useful. But at the same time, about 50% participants of phase III reported it as useful. But statistical figure obtained against the phase V is something different i.e. only 14.26% viewed it as highly useful but more than 50% said that was useful. So care must be taken to improve the interactive sessions with regard to its quality.

Table 6 : Over-all impression of the participants about the Training Programme.

S.No	Item	Response	Phase III	Phase IV	Phase V	
			N = 38	N=33	N = 49	Mean
1	Impression about whole Training Programme	Successful	34.21	33.33	14.28	27.27
		Average	63.15	42.42	85.71	63.76
		Poor	-	-	-	

Table 6 reflects the overall impression about the training programme arding Learning Outcomes. The participants of the Phase V show average impression towards the training programme with 85.71% response. About 33.21% participants of Phase III,33.33% participants ofPhase IV and 14.26% of phase V viewed that the programme was great success and 63.15% of participants of Phase III, 42.42% participants of Phase-IV and 85.71% of phase V expressed the effectiveness of programme was average. So though the participants do not say that the programme was of poor quality but opinion / impression of most of the participants were at average.



Bar diagram of table 6

Table 7: Over-all impression of the training on learning outcomes

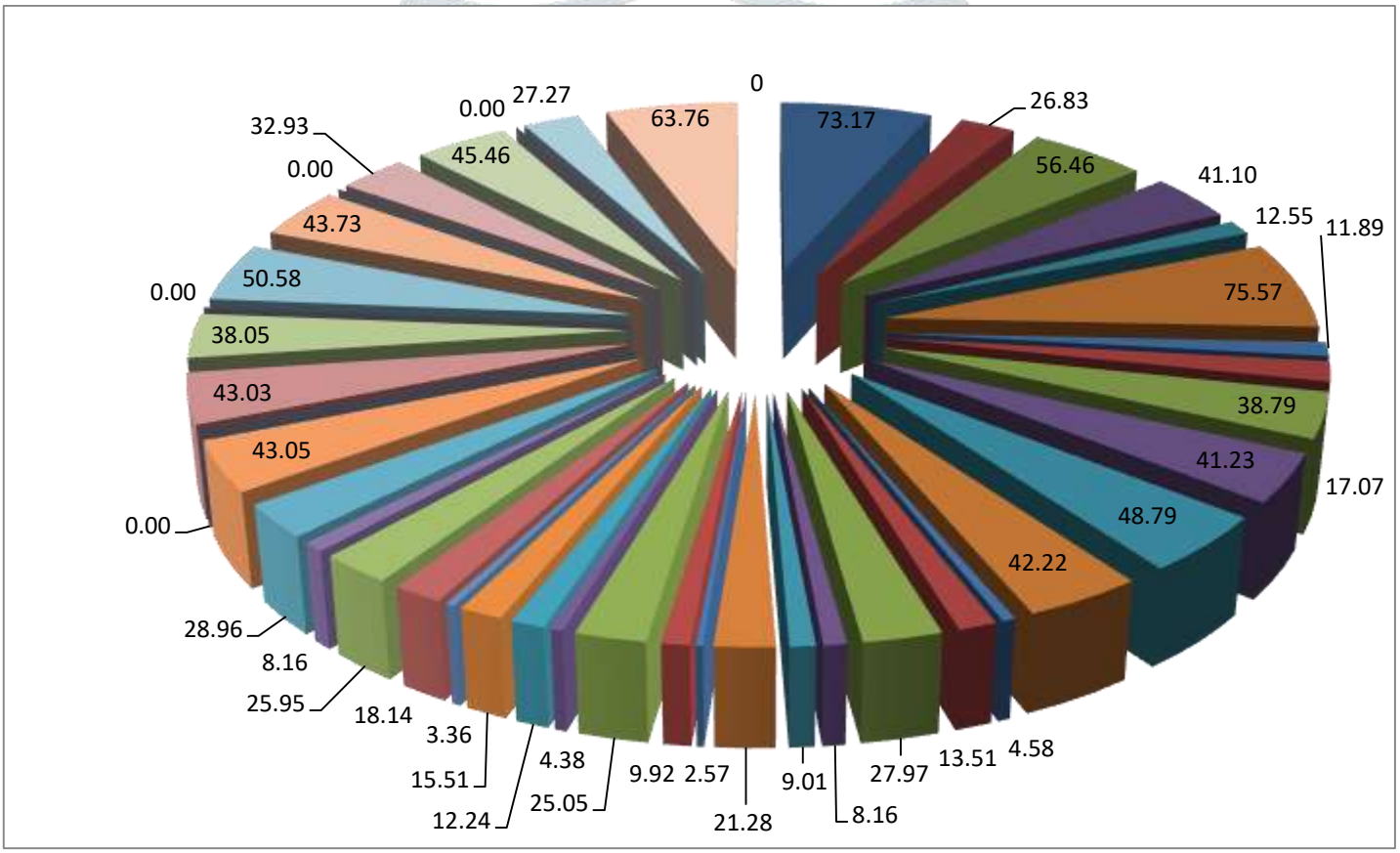
S.No	Item	Response	Pecentage
1	Objectives of the Programme were communicated to the participant before hand	Yes	73.17
		No	26.83
2	Support materials about the programme were provided in advance	Yes	56.46
		No	41.10
3	Quality of Support Material	Excellent	12.55
		Good	75.57

		Satisfactory	11.89
4	Duration of the Training Programme	Quite Right	17.07
		Just right	38.79
		Short	41.23
5	Working hours of the Training Programme	Very convenient	48.79
		Just convenient	42.22
		Inconvenient	4.58
6	To what extent was Computer/Laptop used to impart training	Mostly Used	13.51
		Used	27.97
		Not Used	8.16
7	To what extent was Mobile Phone used to impart training	Mostly used	9.01
		Used	21.28
		Not Used	2.57
8	To what extent was Projector Screen used to impart training	Mostly used	9.92
		Used	25.05
		Not Used	4.38
9	To what extent was Smart Board used to impart training	Mostly used	12.24
		Used	15.51
		Not Used	3.36
10	What do you feel about the usefulness of Group Discussion during the training	Very useful	18.14
		Useful	25.95
		Not Useful	8.16
11	What do you feel about the usefulness of Activities / Demonstrations during the training	Very useful	28.96
		Useful	43.05
		Not Useful	0.00
12	What do you think about the behaviour of Facilitator / Programme Coordinators	Best	43.03
		Good	38.05
		Fair	0.00
13	What do you think about the behaviour of Resource Persons	Best	50.58
		Good	43.73
		Fair	0.00
14	Your perception about usefulness of Interactive Sessions	Highly Useful	32.93
		Useful	45.46
		Not Useful	0.00
15	Impression about whole Training Programme	Successful	27.27
		Average	63.76
		Poor	0

Findings

- 73.17% of teacher participants of the sample district viewed that objectives of training programme were communicated to them before hand but about 26.83% did not agree .i.e. they were not aware about the objectives.
- There was a mixed response of positivity and negation in case of the provision of support material in advance. More or less about 60% participant teachers agreed to the statement and 40% showed disagreement.

- Regarding the quality of support materials most of the participants viewed that it was good and very few percentage(less than 12%) opined it as satisfactory. So the need of extra efforts is felt in order to make it excellent.
- The participants viewed that duration of training i.e five days was not sufficient. Since there were many new things to be learnt and then to be incorporated in teaching-learning process, it ought to be extended.
- Keeping the School timing in view, participants reported to have a look on and the working hours or duration of training per day. The statement response was mostly not convenient to them.
- Usage of ICT during the training programme of Learning Outcomes was the need. But such gadgets like computers, mobile phones, smart boards and projector screens were scarcely available. However the facilitators and resource persons managed to use the gadgets through their personal efforts
- As regard to the method adopted in the training programme of Learning Outcomes, it was found that Group Discussion was carried and only about 35% participants reported it as useful while activities and demonstrations were viewed useful by more than 50% participants..
- More than 50% participants of the district reported that interactive question answer session of the training programme was usefully carried on. This reflects the efficacy of the training programme , facilitators and Resource Persons.
- With regard to overall impression of participants in training programme, it was observed that the participant teachers had very good impression. This results in the success of the training programme on Learning Outcomes in District Ganderbal as a whole.



Pie diagram of table 7

SUGGESTIONS

At the end of training programmme all the participants were asked to express their opinion i.e. to suggest some measures so as to improve the quality of such training in future. The suggestions obtained from various participants organizers and the investigator for improving the quality of such training programme in future are as follow:

- Duration of the training programme should be increased to so as to cover the details of the utility Learning Outcomes and its effectiveness.
- Practical experience should be provided to the participants about it use in the field.
- Discussion should be constituted as an integral part of whole training programme. Provision of group discussion should be made effective and given priority. Participants should be encouraged to take part in discussions, actively.
- Resource material regarding the training programme should reach to all the participants well in advance and accountability must be fixed on it.

- Same type of training programme should be conducted at school level and problem related to field should be discussed.
- Model lesson plans should be devised and created in training programme to ensure success of Learning Outcomes.
- Provision of ICT and uninterrupted electric supply should be ensured in future programmes.
- Applicable and achievable targets should be devised to cater educational needs of Children with Special Needs in inclusive set-up,vis-à-vis learning outcomes.

CONCLUSION

Training Programme on Learning Outcomes is an integral part of Elementary Education activities. There is the need to orient the functionaries at various levels on the effective utilization of ICT learning material. It provides a platform to various stakeholders of Education to examine their own activities and their effectiveness. Need and problems differ area to area. So, on the basis of the remarks and suggestion, it is essential to plan and develop various training modules and programmes on learning outcomes so as to make it possible to reach at grass root level effectively and efficiently.

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