



**FACULTY DEVELOPMENT PROGRAMME- AN ANALITICAL STUDY ON
TEACHER'S PERSPECTIVE**

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ABSTRACT

Faculty development programme had been an integral part of Samagra Shiksha kaushambi District. Considering the importance of imparting training to the teachers, a qualitative survey was conducted on 400 graduate teachers to study their perspective on teacher training programme .The data collected by questionnaire were analysed using percentage and frequency. Results showed that teachers enjoyed taking part in training programmes and many felt the necessity to take part in it. A few were of the opinion that trainings teachers and looking into the needs of the teachers as areas where more research should be focussed.

Keywords : *Faculty development programme, Samagra Shiksha, teacher' s perspective.*

1. INTRODUCTION

Education has been defined as the development and training of one's mind, character, skills. And according to Kothari commission (or National Education commission) 1964-66, education is a powerful instrument of social change necessary for the realization of national goals. Which means that for the development of a nation, quality education and its efficient management are very much essential.

Education is the key for the development of any nation and the quality of an education system does not go beyond the quality of its teachers. Teachers are the agents who are involved in this teaching and learning process. So, strengthening the capabilities of the teachers is of great importance.

This brings us to the concept of faculty development programme or what we usually refer to as In-service teacher training programme. In-service teacher training or faculty development programme, when organised and implemented correctly, improve the competency of the faculty members. Faculty development program (FDP) organised in such a way that the participants are provided latest updates on various trends of knowledge and help them deal with the rapid changes and shifting paradigms in education. Without such trainings, teaching is often reduced to instructors presenting their knowledge of the subject by one-way lecture method. Increasing diversity of students - with varying age, aspirations, socio-cultural differences and abilities necessitates in-service teachers' training which will in turn provide teachers the competency to deal all sorts of situations in a real classroom. . The opportunities and challenges of technology is also an area where teachers need to be updated so that the learners are provided the latest advanced knowledge.

The Samagra Shiksha is an Integrated Scheme on School Education which envisages the ' school' as a continuum from pre-school , primary, upper primary, secondary to Senior Secondary levels. The main emphasis of the Scheme is on improving quality of school education by focussing on the two T' s – Teacher and Technology.

This scheme visualise teacher as a facilitator who motivates children to construct their own knowledge besides having awareness of progressive pedagogy. Samagra Shiksha supports in-service teacher training as a core quality intervention under its spectrum. The scheme facilitates specialised trainings for school teachers for their professional development and improvement of the levels of learning.

As per programmatic norms all teachers are entitled to attain in-service teacher training annually to improve their knowledge, enhance and sharpen their ideas and most importantly capacitate themselves to be able to motivate and build confidence and inculcate interest in their students.

2. OBJECTIVES

The present paper tries to study the perspective of teachers towards faculty development programme taken up under the scheme of Samagra Shiksha in kaushambi District. The FDP meant to provide enrichment to the teachers was undertaken to understand the nature of the training and to analyse it to study the training as a whole and the enhancement in teaching and learning process which had been provided to the teachers besides their areas of improvement. Therefore, to address the aim of the study, the following objective had been formulated:

- To study the perspective of teachers towards the whole FDP in terms of content, facilitator and general feedback.

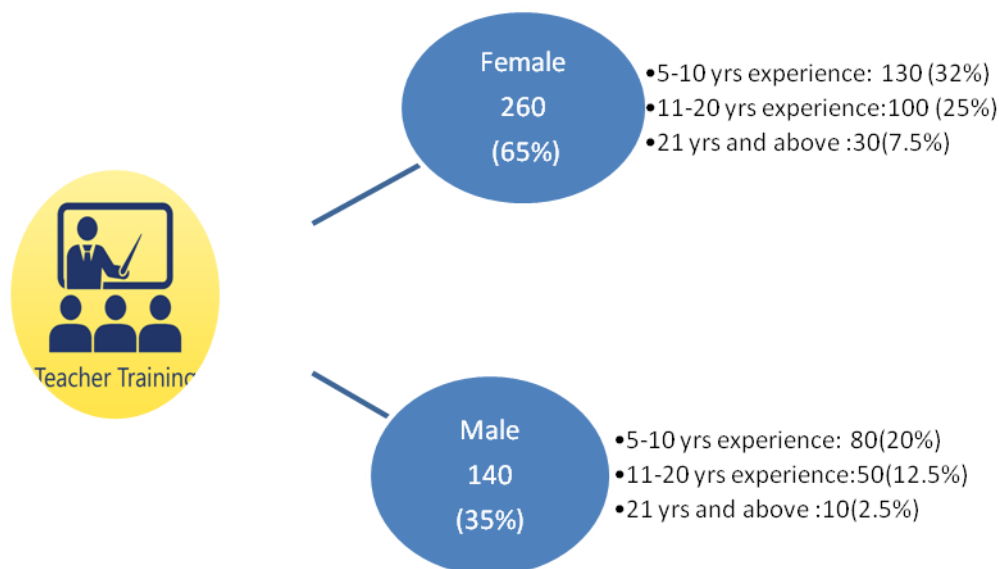
3. METHODOLOGY

A qualitative survey was used to study the experiences of teachers on faculty development programme .A sample of 400 graduate teachers from different districts of the state were selected through random sampling technique. The criteria on which the participants were selected had been tabulated below:

3.1 Data Collection procedure:

Data were collected during the month of August 2018 when the in-service teacher training programmes conducted by Samagra Shiksha kaushambi District in collaboration with Edfirst ,New Delhi at 6 (six) different venues on different topics.. The questionnaires were shared with the teachers on the first day of the training itself. These questionnaires had to be submitted on the last day of the 5 day training programme before certificates were distributed to the teachers. The details of the participants are graphically represented below:

Fig1. Details of the teacher participants



The above graphical representation shows that out of total 400 teacher participants in the training organised by Samagra Shiksha kaushambi District,65% of the participants are female teachers (260 in numbers),35 % are male teachers (140 in numbers).Further, it was found that 52 % of the teacher participants (both male and female) have had a teaching experience of 5-10 years,37.5% of the teachers had a teaching experience of 11 to 20 years and the remaining 10 % had a teaching experience of 21 years and above.

3.2 Data analysis

The collected data were analysed by using frequency and percentages for closed ended questions and the open ended were analysed using content analysis. The filled responses were categorized and examined as answered and shared by the teachers themselves. The phrases were also read and analyzed.

4. FINDINGS

Altogether 400 respondents submitted their responses .The perspective of the teachers towards faculty development programme was examined and studied. The feedback forms of the faculty development programme were based on the different question areas were studied and analysed The findings are as tabulated below:

4.1 Training Content

The content of the training was studied on the following aspects:

- Content course met the aims and objectives of the training
- Relevance of the content
- Easily understood by the participants
- Support material
- Pace of the training

Table 1.Training content

| Training Content | | | | | | | | | | | | | | | | | | | |
|---|----|-------|---|----------------------|------|-------|-----|--------------------------------|----|-------|---|-------------------------------------|-----|-------|---|-------------------------|------|-------|-----|
| Course met its stated aims and objectives | | | | Content was relevant | | | | Content was easy to understand | | | | Support material was well-organised | | | | training was well-paced | | | |
| Yes | | No | | Yes | | No | | Yes | | No | | Yes | | No | | Yes | | No | |
| Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| 364 | 91 | 36 | 9 | 390 | 97.5 | 10 | 2.5 | 380 | 95 | 20 | 5 | 400 | 100 | 0 | 0 | 370 | 92.5 | 30 | 7.5 |

The above table shows that 91% of the participants felt that the content met the aims and objectives of the training while 9 % disagreed. Regarding the relevance of the content 97.5 % of the teachers agreed against 2.5% of the teachers who gave their disagreement toward this. With reference to the third aspect 95% of the trainees agreed that the course content was easy to understand while 5% disagreed. All the participants agreed that the support material was well – organised. The pace of the training was found to be well-paced by only 92.5% of the trainees.

4.2 Training facilitator

The aspects on which the training facilitators were studied were:

- Preparedness of the facilitator
- Responsiveness of the facilitator
- Pace of the facilitator
- Nature of the facilitator

Table 2. Training facilitator

| Training facilitator | | | | | | | | | | | | | | | |
|---------------------------------|------|-------|-----|--|----|-------|-----|-------------------------|----|-------|---|---------------------------|----|-------|---|
| Preparedness of the facilitator | | | | Response was informative, appropriate and satisfactory | | | | Pace of the facilitator | | | | Nature of the facilitator | | | |
| Yes | | No | | Yes | | No | | Yes | | No | | Yes | | No | |
| Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| 390 | 97.5 | 10 | 2.5 | 370 | 93 | 30 | 2.5 | 380 | 95 | 20 | 5 | 380 | 95 | 20 | 5 |

Table 2 shows that maximum of the teachers found the training facilitator to be well-prepared, informative and have a responsive nature .A few of the teachers found the facilitator to be very fast while taking the session. Around 2.5% to 5% of the teachers felt that the facilitator lacked in all the aspects considered.

4.3 Most preferred feature of the training

The most preferred feature of the teachers has been listed below:

- Group work
- Activity – based
- Full participation of teachers
- Good interaction
- Knowledge sharing experience

Fig.2.i. Most preferred feature of the training

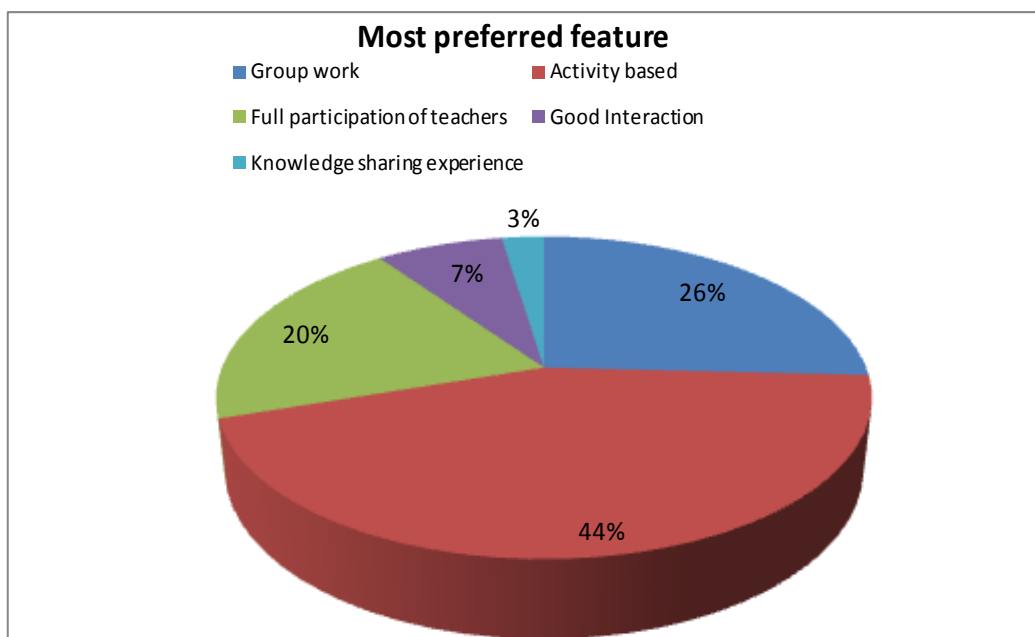


Fig.2.i. shows that 177 teachers preferred the activity based nature of the training while 103 of the participants named group-work, 80 teachers chose full participation of the teachers, 30 teachers chose good interaction while 10 teachers chose knowledge sharing as the most preferred feature of the training. The percentages had also been depicted in the figure.

4.4 Least preferred feature of the training

The least preferred feature of the training are as listed below:

- Poor refreshment
- Training on holidays
- Poor electricity
- Venue
- Short training days

Fig.2.ii. Least preferred feature of the training

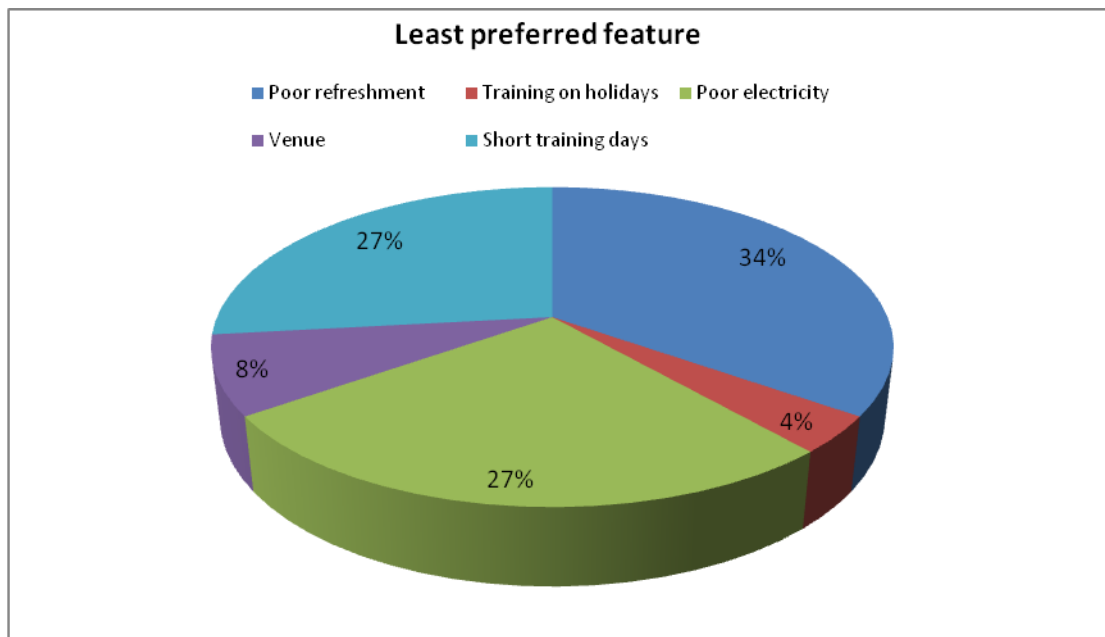


Fig.2.ii. shows that 139 teachers commented on poor refreshment as the least preferred feature of the training while 107 teachers felt poor electricity ,107 teachers stated short training days (i.e.5 days),32 teachers felt that the venue was not preferable while the remaining 15 teachers commented that they did not like coming for trainings on holidays. The percentages had also been depicted in the figure.

Some of the remarks of the teacher participants have been presented in verbatim as below:

One participant stated, *“The training sessions were not connected to the present teaching – learning scenario at the government schools .It would be more effective if the use of audio-visual aids during the training sessions were based on the local environment.”*

Another commented, *“This session is very informative but due to shortage of time, we could not get enough interaction with the facilitator as well as with the other teachers.”*

“Sessions are a bit lengthy but refreshment too light” in the words of a teacher who also shared the suggestion to organise trainings at the district headquarters for upcoming trainings.

Trainings conducted on holidays are also found mentioned in the feedback forms as a feature some of the teachers do not appreciate. But this cannot be entertained since trainings should be organised at a time which do not affect the normal classes and with least disturbance to the students and schools since teachers going for trainings results in classes being affected.

Some teachers found the facilitator to be very fast which makes it difficult for them to digest while some felt that training sessions on Bloom’ s taxonomy have been repeatedly discussed in subsequent trainings which sometimes makes it boring for the teachers.

5. SUGGESTIONS AND CONCLUSION:

The results of the survey in the feedback forms carried on the graduate teachers who have participated in the in-service teacher training organised by Samagra Shiksha kaushambi District, it can be concluded that the teachers are satisfied with the content, facilitator and the overall organisation of the training. But there are few weaknesses such as the short duration of the training, poor refreshment and poor electricity which interrupts the flow of the session .Thus to further improve the quality of the training, the organisers of the training should make note of these problems.

Furthermore, it is suggested that all the components depicted as the least preferred feature of the training needs redressal so that the positive and good features of the training are not sidelined. The component found to be the most preferred feature of the training should be enhanced and continued so that more trainings of that type also get organised in future.

The content of the training should be designed keeping into mind the needs of the participants and the necessity to provide latest updates of knowledge in various areas.

This also provides a framework for evaluating such training programmes as is evident from the analysis that the perspective of the graduate teachers depends upon the expectations of the participants, course content of the training programme and the effectiveness in delivery of learning experiences by the facilitators to the participants.

In the process of evaluation, the level of achievement of the training should be considered in terms of reflection of whatever that has been learnt in the training to real life situation i.e. classroom. In addition, there should be continuous interaction between teachers, school heads, educational administrators of various levels and educators so that various initiatives are taken up to improve the status of faculty development programmes and its implementation .

Hence , it can be said that in order to improve the quality of education, teachers need to be provided continuous faculty development programmes which will give them the motivation and the zeal to actively involve and devote themselves in the field of education which will eventually be for the benefit of the students.

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