

**A STUDY OF TEACHERS' PERCEPTION OF  
INSERVICE TRAINING PROGRAMMES  
CONDUCTED BY DIET, BELLARY**

**A dissertation submitted in partial  
fulfillment of the requirements for degree of  
MASTER OF EDUCATION  
OF THE UNIVERSITY OF MYSORE, MYSORE**

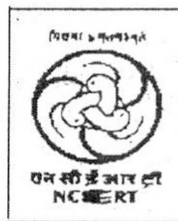
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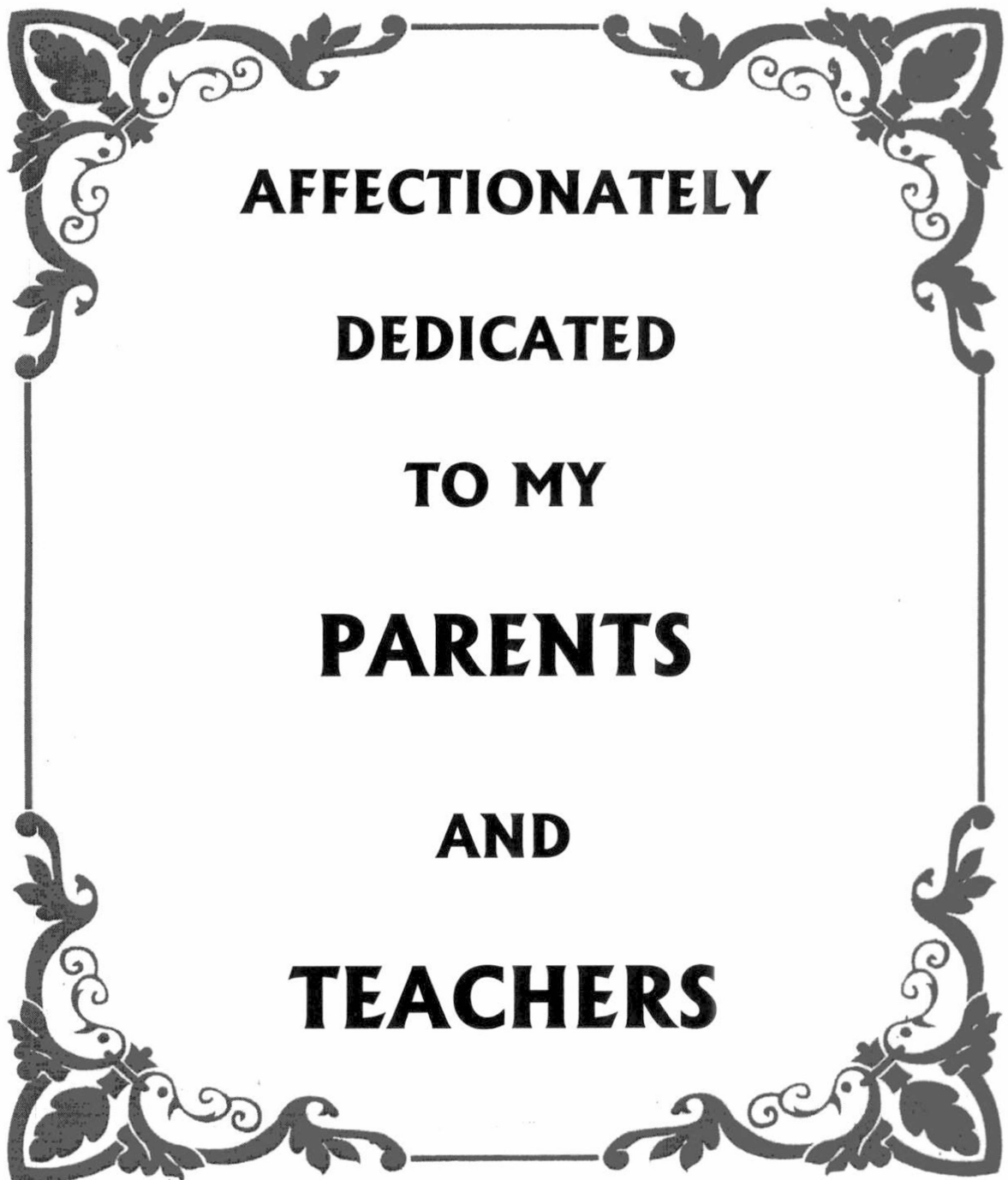
**UNDER THE GUIDANCE OF**

**Senior Lecturer in Education  
Regional Institute of Education (NCERT)  
Mysore**



**DEPARTMENT OF EDUCATION  
REGIONAL INSTITUTE OF EDUCATION  
(NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING)  
MYSORE-570006**

**MAY 2008**



**AFFECTIONATELY**

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**TO MY**

**PARENTS**

**AND**

**TEACHERS**



## DECLARATION

I hereby declare that this dissertation entitled “**A STUDY OF TEACHERS’ PERCEPTION OF INSERVICE TRAINING PROGRAMMES CONDUCTED BY DIET, BELLARY**” is the outcome of the research undertaken and carried out by me, during the academic year 2007-08, in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION, UNIVERSITY OF MYSORE, MYSORE.

This dissertation has been prepared by me under the guidance and supervision of **Senior Lecturer in Education**, Regional Institute of Education (NCERT), Mysore.

I also declare that this dissertation has not been previously submitted by me or others for the award of any other degree or diploma either in this or any other University.

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## **CERTIFICATE**

This is to certify that this dissertation entitled “**A STUDY OF TEACHERS’ PERCEPTION OF INSERVICE TRAINING PROGRAMMES CONDUCTED BY DIET, BELLARY**” is a record of research work done by **Reg. No. 07EED010** during the academic year 2007-08 under my guidance and supervision in partial fulfillment of the requirements for the Degree of Master of Education, University of Mysore, and this dissertation has not been submitted for the award of any other degree or diploma.

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# *Chapter I*

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## *Introduction*

# CHAPTER – I

## INTRODUCTION

### 1.1 INTRODUCTION

Educational experiences in the recent past years reveal that the professional development of teachers has a vital role in any formula which is aimed at improving the Public education. In the ever widening horizon of educational practices, the concept of new theories, the illuminative findings of educational researchers, the development of new teaching materials and the improvement of instructional strategies will remain useless unless those innovations are incorporated in to the classroom procedures. Inservice programme is a power means to bring benefits of these new ideas into the actual teaching learning process. Such programmes help moulding better teachers by improving their knowledge, providing ways to help them develop their competencies. Empowering them to undertake innovative practices and by instill in them a desire to do a better job of teaching.

The inservice education constitutes a variety of programmes and their foci vary from teachers through curriculum to classroom practices. Inservice programmes are used for a variety of purposes and generally they include development of materials, training of the practitioners and research in to the problems requiring action for their remedy. The general aim of inservice programme for teachers is to provide them with necessary information, develop their competencies and to promote a

positive attitude towards effective implementation of innovation aims at improved classroom practices.

## **1.2 THE DISTRICT INSTITUTE OF ELEMENTARY TEACHER EDUCATION (DIET)**

The education commission (1964-66) observed all the factors that influence the quality of Education. The quality competence and character teachers are undoubtedly the most significant but along with these the quality of training and support provided to them also plays an important role.

At the time of the adoption of NPE (1986) both national and state level agencies were unable to support elementary and adult education system, as they were too vast. The NPE-1986 suggested further expansion and also considerable qualitative improvement support to them have been provided in a decentralized manner, which has become imperative. The NPE-1986 and POA – 1992 accordingly envisaged addition of district level support system in the shape of DIETs with this expectation would be of wider quantitative coverage as well as qualitative as these institutes would be close to the field and therefore more alive to its problems and needs.

Thus, the DIET is expected to function as a body at the district level for the qualitative improvement of primary teacher education. Many centrally sponsored schemes like OBB. Improvement of Science Education (ISE), Educational technology, integrated education for disabled children and MLL come under the preview of the DIETs implementation. The Regional Institute of Education (RIE) under the NCERT are expected to function a regional nodal agencies.

The mission of DIET is to provide academic and resource support at the grass-root level for the success of various strategies and programmes being undertaken in the areas of elementary and adult education with reference to:

- i) Universalisation of Elementary Education (UEE)
- ii) National Literacy Mission (NLM) target of functional literacy in the 15-35 age group.

A DIET is expected to perform three main functions. They are;

- i) Training both of in Education level as well as continuing varieties.
- ii) Resource support, Extension, guidance development of materials, aids, evaluation tools etc, and
- iii) Action researches both in elementary and adult education.

The special target groups identified for the DIET's functioning are girls and women, S.C and S.T. groups, minorities, the handicapped, other educationally disadvantaged groups, that is working children, slum dwellers in habitats of hilly desert and other inaccessible areas etc.

Over and above these in the DIET faculty members are expected to perform many functions and assume many responsibilities come under the preview of all programmes.

### **1.2.1 STRUCTURE OF DIET**

A model, which was recommended in the draft guidelines according to which the scheme of DIET, has been implemented since October 1987. The model now suggested would comprise the following seven academic branches:

**1.2.1.1 Pre-service Teacher Education (PSTE) Branch** to serve as the Nodal Branch for the following:

- i) Organizing pre-service course for elementary school teachers (including admissions, instruction and evaluation) and to provide academic inputs such course in the subjects represented in the branch.
- ii) Propagation of (a) learner centred education and (b) Education for personality development (including value and culture Education), through training extension preparation of suitable teaching aids, action research etc.
- iii) All general matter concerning teaching methodology and specific matters concerning teaching methodology of the school NPE subjects represented in the branch.
- iv) Provision of psychological counseling and guidance services to school an NFF/AE centers of the district.
- v) All matters relating to learning by children of disadvantaged groups.
- vi) Education of children with major handicaps and other mild (physical and mental) handicaps.
- vii) Education of the gifted children

To conduct such inservice programme (for elementary teachers) whose content related exclusively, or predominantly to the subjects represented in the branch, or to its other areas of nodal responsibility listed at above lines.

**Such programmes would include**

- i) Inservice programmes for elementary teachers.
- ii) Training programmes for NFE and AE personnel

- iii) Development of locally relevant curriculum, teaching learning material, low cast teaching aids, testing evaluation tools and techniques etc.
- iv) Field interaction (including extension) activities.
- v) Action research, especially in ways to improve learning by children if disadvantaged groups, and in education of the gifted.

Maintenance of service laboratory, psychology equipment, resource room for education of disabled children, rooms for art education, and of equipment and facilities for sports and physical education.

Promotion of and support to co-curricular activities in areas related to the substantive work of the branch, e.g. debate and elocution, literature, Science fair, visual and performing arts, sports and physical education competitions, Yoga, hobbies, etc.

**Staffing pattern of PSTE branch**

- 1. Senior lecture – 1 (will have specialization in child psychology)
- 2. Lectures – 8/9 (no subject to the remark against language below).

Subject wise breakup of lectures would be as follows:

- 1. Languages - 2
- 2. Foundations of education - 1
- 3. Mathematics - 1
- 4. Science - 1
- 5. Social Science / Studies - 1
- 6. Art Education - 1
- 7. Physical Education - 1
- 8. Lab Assistant - 1

### **1.2.1.2 Work Experience (WE) Branch**

1. To identify locally relevant work experience areas, and in cooperation with concerned nodal branches, to develop sample curricular units, teaching learning material, low cost teaching aids and evaluations tools and techniques in such areas (examples locally relevant areas would be areas spinning, weaving, dyeing, bamboo work, bee-keeping, chatai-making etc).
2. To help educational authorities and elementary schools NFE / AE centres in planned introduction of work experience activities in such schools/centres.
3. As back up to (2) above to conduct appropriate in-service programmes for teachers in the area of WE.
4. To provide W.E. related inputs in to all other programmes and activities of the institute, e.g. pre-service and in-service programmes for teachers training programmes for NFE / AE personnel, field interaction (including, extension) activities, action research, etc.
5. To organize activities for clean lines, up keep and development of the institute campus-roads, playground, lawns, gardens, etc. and its surroundings, and for basic main tenance of institute furniture and other properties.
6. To organize community service activities and study visits to work centres as part of training programmes, and to promote such activities on extra-curricular basis.
7. To maintain workshop/ farm /garden for WE activities.
8. To promote work related hobbies among the trainees of the institute.



### **Staff pattern in work experience branch**

1. Senior lecturers - 1
2. Lecturer - 2
3. Work experience teacher or craft instructor - 1  
for a specialized craft, trade, horticulture

#### **1.2.1.3 District Resource Unit (DRU) for AE / NFE**

1. To assist educational authorities in planning and co-ordination of training programmes for AE/NFE personnel throughout the district and to provide necessary support to such programmes organized outside the DIET.
2. To serve as a nodal branch for organizing:
  - (a) Programmes of instruction training and continuing education for instructors and supervisors of NFE/AE to be organized in the DIET.
  - (b) Orientation programmes for resource persons of the following kinds.
    - (i) Those who would conduct programmes mentioned in (1) at other centres in district.
    - (ii) Resource persons for the successful implementation of AE / NFE programmes.
3. To provide instructional inputs into:
  - (a) Core areas of the above programmes e.g. need of philosophy objectives, methodology, evaluation, problems, etc, in NFE/ AE, and
  - (b) Teaching of such individual subjects/areas as the staff may have necessary background in especially teaching of language, Arithmetic and functional skills.

4. To evaluate and monitor the quality and efficiency of training programmes for NFE / AE personnel held in and outside the DIET and to strive for their continuous improvement.
5. To maintain a data base on all NFE / AE personal who undergo training at the institute and to organize follow up activities pursuant to such training.
6. To undertake with the help of other concerned branches, the following activities vis-à-vis curriculum, basic and post literacy learning material, low cost teaching and evaluation tools for NFE / AE.
  - (a) Adaptation of existing curricular units, teaching learning materials etc. to-suit local requirements.
7. To undertake field interaction (including extension) work vis-a-vis NFE/AE projects and centres in the districts and to act as the referral unit for academic problems thrown up by the field in the area of NFE/AE.
8. To help DBE and NFE/AE Authorities in organizing media support for the NFE/AE programmes (including by harnessing traditional media).
9. To undertake action research III all areas relevant for making NFE/AE more affective in collaboration with other branches to the extent necessary.
10. To provide NFE/AE related inputs in to all programmes of the institute not listed above, especially preservice and inservice education programmes for teachers.

### **Staffing pattern of DRU**

(i)	Vice principal or senior Lecturer	- 1
(ii)	Lecturer NFE	- 2
(iii)	Lecturer A E	- 2
(iv)	Clerks	- 2
	Total	<hr/> 7 <hr/>

If DRU has 2 clerks one of them will be steno-typist attached to the Vice-Principal.

The DRU will draw liberally on the support of functionaries of development department educational activities, etc., as resource persons, for conducting its programmes.

#### **1.2.1.4 In-service Programmes, Field Interaction Innovation Coordination (IFIC) Branch**

- (i) To assist educational authorities in planning and co-ordination of in-service educational programmes for elementary teachers throughout the district and plan and coordinate such programmes held in the DIET, pursuant to this the branch would
  - (a) Identify training needs of elementary teachers in the district and prepare a perspective plan for making such needs.
  - (b) Prepare an annual calendar of an programmes to be held in the DIET.
  - (c) Help concerned authorities in preparing an annual calendar of inservice programmes to be held outside the DIET.

(ii) To service as the nodal branch for organizing:

(a) All those in-service education programmes for teachers and headmasters at the institute whose contents does not relate exclusively or pre-dominantly to anyone branch that is programmes of a relatively general.

(b) Orientation programmes for resource personas who would conduct inservice programmes for teachers at other centres in the district (i.e. out side DIET).

(c) In-service education programmes for teachers in the distance / distance-cum-contact modes.

(iii) To evaluate and monitor the quality and efficiency of inservice programmes held in and outside the DIET and to strive for their continuous improvement.

(iv) To maintain a database on all persons, except NFE/AE personnel who undergo training at the institute and to organize follow up activities pursuant to such training through correspondence, visits, transmission of printed materials, etc.

(v) To serve as a reference and resource centres for teachers who wish to continue their education.

(vi) To act as the nodal branch for all action research field interaction (including extension) activities of the institution which would include,

(a) Co-ordination of in house action research activities and dissemination of its results.

(b) Acting as a clearinghouse for information on result of all studies, research, innovation, etc, in the area of elementary education wherever undertaken.

- (c) Publication of periodic news letters an institute journal to be sent to every elementary school / NFE / AE center in the district.

### **Staffing pattern of IFFIC Branch**

- |       |              |     |
|-------|--------------|-----|
| (i)   | Sr. Lecturer | - 1 |
| (ii)  | Lecturer     | - 1 |
| (iii) | Clerk        | - 1 |

### **1.2.1.5 Curriculum, Material Development and Evaluation (CMDE) Branch**

- (i) To adopt existing items and develop new items of the following kinds so that they suit local circumstances and can be used in elementary education and elementary teacher education programmes.
- (a) Curricular units new, locally relevant units could be developed for the district in various subjects to supplement the generally prescribed curricula. Such units may pertain to topics like local geography, folklore, legend, customs forests flora and fauna, fairs and festivals, demography. Geology minerals, agriculture, industry, service occupation, folk art, handicrafts, communities and tribes, institution, etc.
- (b) Teaching learning for general as well as locally developed curricular units specially primes for classes I & II in tribal languages in districts having substantial tribal population.
- (c) Techniques and guidelines continue and summative learner evaluation.
- (d) Tests, question/item banks, rating scales observation schedules, guidelines for diagnostic testing/remedial programmes, talent identification procedures etc. Most of the adoption/development work as above would be done through

workshops involving other concerned faculty, institutions, experts and instructors.

- (ii) To help the DRU in development work as above for adult and non- formal education.
- (iii) To undertake testing on sample basis to assess achievement levels among learners, especially with reference to minimum levels prescribed for the primary and upper stage and for adult learners under NLM.
- (iv) To help educational authorities and elementary school / NFE / AE centres in implementing a reliable and valid system of learner evaluation.
- (v) To conduct workshops for the adaptation for development work mentioned in (1) above, as also inservice programmes relating to CMDE.
- (vi) To provide CMDE related inputs into all other programmes / activities of the institutes, e.g. pre-service and in-service programmes for teachers training programmes NFE / AE personnel, field interaction (Including extension) activities, action research, etc.

#### **Staffing pattern of CMDE Branch**

- 1. S r. Lecturer - 1
- 2. Lecturer - 2

Of the two staff members one should have background inservice/mathematics and the other in social science and Humanities.

#### **1.2.1.6 Educational Technology (ET) Branch**

- (i) To develop in collaboration with concerned staff of the DIET and other resource persons, simple, effective and low cost teaching aids for various subject areas

relevant to elementary education and elementary teacher education-charts, diagrams, models, photographs, slides, audio tapes, play strips, songs, etc.

(ii) To help the DRU in developing low cost teaching aids as above for adult and non-formal education.

(iii) To maintain the following:

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(a) All Audio-visual equipments of the institute.

(b) Computer laboratory.



(c) A display area for good, low cost teaching aids developed in house as well as elsewhere, and

(d) A library of educational video-audio cassettes and if the institute has a film projector of films.

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(iv) To lend slides, cassettes and films to Institution having playing / projection facilities, and to borrow them from other resource centres.

(v) To liaise with nearby radio station for arranging educational broadcast suitable for elementary school children NFE/AE learners, teachers/instructors etc of the districts.

(vi) To conduct appropriate inservice programmes for teachers in the area of ET, with special emphasis on:

(a) Effective utilization of educational broad cost, telecast cassettes and aids,  
and

(b) Development of simple low cost teaching aids.

(vii) To conduct workshops for the development work mentioned in (1) above.

(viii) To provide ET related inputs into all other programmes / activities of the

institute e.g. pre-service and in-service programmes for teachers, ,training programmes for NFE / AE personal field interaction (including extension) activities, material development action research etc.

### **Staff Pattern of ET Branch**

- |                      |    |
|----------------------|----|
| (i) Senior Lecturers | -1 |
| (ii) Lecturer        | -1 |
| (iii) Technician     | -1 |

### **1.2.1.7 Planning and Management (P&M) Branch**

- (i) To maintain an appropriate database for the district which may be required for various planning exercises aimed at the UPE / UEE / NLM goals and for monitoring progress towards these goals.
- (ii) To conduct studies with a view to giving policy advice to educational planners/administrators/DBE regarding UEE/NLM, some of the important areas for such studies would be:
  - (a) Enrolment, retention and regularity of attendance of children and adult learners (especially females. SC/ST, minorities, handicapped slum dwellers and other disadvantaged groups) various factors affecting these.
  - (b) Effect of various interventions (including incentives) on the above.
  - (c) Community's perception of and participation in process of basic education.
  - (d) Development of norms, criteria and techniques for evaluation of institutions (schools and NFE/AE centres) of the district, one or two educationally backward pockets of the district, which may be within easy reach from the district will be especially chosen for conducting above studies as well as a lot



of action research activities. These may be called the “Lab-area” of the DIET. However, while a lot of studies and action research will be concentrated in the lab-area, they would not be necessarily confined to this area and other suitable areas would also be chosen depending on the nature of work involved.

(iii) To provide technical assistance to educational authorities in -

(a) School mapping

(b) Micro planning for UPE/UEE in an area specific and target group specific manner.

(c) Formation and activation of school complexes.

(d) Institutional planning for school complexes, schools etc. and

(e) Institutional evaluation.

(iv) To serve as the nodal branch in relation to all programmes of community involvement in basic education, and in particular, to conduct orientation programmes for members of DBE, VECs, community leaders, youth and other voluntary educational workers.

(v) To conduct appropriate programmes for Headmasters, Heads of school complexes and Block Level Educational functionaries in P&M covering areas like leadership, motivation, involving the community, educational administration, finance and accounting, office procedure, planning for VPE / UEE, institutional planning, etc.

(vi) To appraise the efficacy of various programmes of educational development implemented in the district especially vis-à-vis the objectives of UPE / UEE and NLM.

(vii) To act the nodal branch for preparing quin-quennial and annual institutional plans and annual self-evaluation reports for the DIET, and for liaising with the DBE.

(viii) To provide P&M related inputs into all other programmes / activities of the institute e.g. pre-service programme for teachers, training programmes for NPE / AE personnel Field interaction (including extension) activities, action research, etc. with special reference to the areas listed under (3) above.

**Staff pattern of P&M Branch**

- (1) S r. Lecturer - 1
- (2) Lecturer - 1
- (3) Statistician - 1

**1.3 RATIONALE OF THE STUDY**

District Institute of Educational Training are the major intervention envisaged in the National Policy of Education (NPE, 1986) as one of the centrally sponsored scheme for restructurising teacher education. DIETs organise preservice and inservice training programmes funding by the Ministry of Human Resource Development. The funds are made available to the DIETs through SCERTs.

The branch of inservice teacher education of DIETs conduct many programmes for professional growth of teachers. The training may be conduct through discussions, seminars, workshops, talks, and summer camps. Hence in these training the teachers' perception is going to play very important role in their profession.

It is evident from the review that there is a need for more intensive programmes. This need to be taken up systematically, not only at national level, and state level but more importantly, at district level as well.

#### **1.4 STATEMENT OF THE PROBLEM**

The present study aims at studying teachers perception regarding inservice training programmes that they have undergone in DIET Bellary. The statement of the problem as follows:

“A Study of Teacher’s Perception of Inservice Training Programmes Conducted by DIET Bellary”

#### **1.5 OBJECTIVES OF STUDY**

- To find out the number and types of inservice training programmes conducted by DIET Bellary during 2006-07.
- To find out the number of teachers who have undergone training in various subjects at DIET, Bellary during 2006-2007.
- To analyse teachers’ perception of physical and academic facilities available for in-service training programmes under taken by DIET, Bellary.
- To analyse teachers’ perception about inservice training that they have undergone at DIET, Bellary during 2006-2007.

#### **1.6 RESEARCH QUESTIONS**

- What are the in-service training programmes conducted by DIET, Bellary during 2006-2007 ?
- How many teachers undergone in-service training programmes in different subjects during 2006-07 ?

- What do the teachers think about physical and academic facilities available for in-service training programmes of DIET, Bellary ?
- How do teachers perceive various aspects of inservice training programmes that they have undergone at DIET, Bellary during 2006-2007 ?

## **1.7 OPERATIONAL DEFINITIONS**

### **Teachers' Perception**

In the present study, teachers view point of inservice training programmes from different aspects. Teachers' perception referred to the scores obtained by the teachers on the teachers' perception questionnaire developed by the investigator.

### **Inservice training programmes**

It is the training programme conducted by DIET, Bellary during 2006-07 for the professional growth of elementary teachers.

### **DIET**

District Institute of Educational Training is district level institution meant for conducting preservice and inservice training programmes for the elementary teachers and adult education programmes.

## **1.8 DELIMITATIONS OF THE STUDY**

- Study is restricted to Bellary district of Karnataka.
- Only the Inservice Training Programmes conducted by DIET, Bellary during 2006-07 were considered to study the perceptions of teachers.

*Chapter II*

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*Review of  
Related Literature*

## CHAPTER – II

### REVIEW OF RELATED LITERATURE

#### 2.1 INTRODUCTION

Training is an integral part of human resources development. The role of teacher training in augmenting education at all levels cannot be underestimated. The quality of teachers depends on their desire and determination to realise the higher objectives much beyond the usual classroom teacher. This deals with a review of existing studies of DIET and its related area of training of elementary teachers.

#### 2.2 RELATED STUDIES

**Viswanathappa (1992)** made “As education of preserves teacher education programme of DIET in AP and found that DIET teaching faculty have no special training in elementary education.

**Beena Gopalan (1995)** carried out “A case study of few DIETs in Keral”, and found that all DIETs are having physical and academic facilities. But in, in-service training programmes. They are not following guidelines properly.

According to **Fifth All India Educational Survey**, about 87% of the teachers in the country working at the elementary stage were trained. However their coverage under programme of in-service education has far been extremely limited.

A study on training needs of elementary school teachers conducted by **Venkateshwara Rao K. and Raman S.D.V (1995)** found that more than 60% of elementary school teachers in the need for orientation of latest trend education.

➔ **Farah (2002)** – in her study “A comparative study of teaching competencies of the teachers trained through the found system of education and those through the distance education”, observed the following.

**Objectives of the study:** The specific objectives of the study are following:

- ➔ 1) To study the relationship between the presage, process and product variables of teaching competencies of the teachers trained through the formal education system.
- ➔ 2) To study the relationship between the presage, process and product variables of the teaching competencies of the teachers trained through the distance education system.
- 3) Comparison of presage variable of knowledge of the teachers trained through the two different modes.
- 4) Comparison of the presage variable of attitude of the teachers trained through the two different modes.
- 5) Comparison of the process variable of skills of the teachers trained through the two different modes.
- ➔ 6) Comparison of the product variable of pupil liking towards the teachers trained through the two different modes.

### **Findings of the study**

The findings of the study are presented below in relation to each objective:

1) Related to Objective 1:

- (i) No significant relationship between the knowledge and the attitude of the teachers trained through the formal mode.

- (ii) A significant relationship between the attitude and skills of the teachers trained through the formal mode.
- (iii) A significant relationship between the attitude of the teachers and pupils liking.
- (iv) No significant relationship between the knowledge and the skills of the formal mode teachers.
- (v) No significant relationship between the knowledge of the teachers and pupils liking.
- (vi) A significant relationship between the skills of the teachers and pupils liking.

2) Related to Objective 2:

- (i) No significant relationship found between the knowledge and the attitude of the teachers trained through the distance mode.
- (ii) A significant relationship between the attitude and skills of the teachers.
- (iii) A significant relationship between the attitude of the teachers and pupils liking.
- (iv) No significant relationship between knowledge and the skills of the teachers.
- (v) No significant relationship between the knowledge of the teachers and pupils liking.
- (vi) A significant relationship between the skills of the teachers trained and pupils liking.



3) Related to objectives 3,4, 5 and 6: Four hypotheses were respectively formulated in relation to each objective and the findings related to each of these hypotheses are following:

- (i) There was a significant difference in the knowledge of the teachers trained through the formal education system and those trained through the distance education system.
- (ii) There was a significant difference in the attitude of the teachers trained through the formal education system and those trained through the distance education system.
- (iii) There was no significant difference in the skills used by the teachers trained through the formal education system and those trained through the distance education system.
- (iv) There was no significant difference in the pupils' liking for the teachers trained through formal education system and those trained through the distance education system.

**Hemant K. Panda (2004)** – in his study “Cost of school education at institutional level: A case study of two blocks in the district Gurgaon, Haryana”.

### **Objectives**

- (i) To develop the research tools such as: School Schedule, Village Schedule and District/Block Schedule for the present study.
- (ii) To calculate the Institutional Costs (Total and Unit Costs) for education in the selected schools of Sohna and Nuh blocks of Gurgaon district in Haryana and compare the institutions costs calculated for the sample schools between both

the blocks of Gurgaon district of Haryana.

- (iii) To examine the academic performance of the sampled schools taken up for study in both Sohna and Nuh blocks and compare the academic achievement amongst the sampled schools between selected blocks.
- (iv) To assess and compare the impact of institutional costs on academic performance in the selected schools in both the selected blocks of Gurgaon district.
- (v) To identify the available resources in the area regarding the location of schools, both physical and human within the educational sectors and exploring the score for their optimal utilization for educational purposes within that particular locality.

### **Findings**

The main findings of the present study are as under:

Besides the above main findings, some general findings based on secondary data and observation has been found out and presented as follows:

1. It was found that the size of population differs between the two blocks due to composition of population and thereby the cultural characteristics exhibit significant difference.
2. It was found that the economic prosperity and quality of life in the two blocks varies clearly and it does not reflect in the quality of schooling facilities, particularly the school buildings, classrooms, equipments, toilets, etc.
3. It was further found that the cost of education is low, when the teacher-pupil ratio is high and vice versa.

4. An analysis of macro level secondary data indicates that the household costs of education account for reasonably high proportion of total factor costs of education in the state of Haryana and they have to be taken into account in any meaningful exercise on state accounts.
5. Unit cost per student has been declining over the years, contrary to the general belief that they have been increasing at a rapid rate. The trend needs to be arrested.
6. The result of the case study of the two educational sample blocks suggests that the some of the findings that are made at the macro level hold true at the micro level as well. For instance, the total non-recurring costs that lead to physical capital formation in education form a very small proportion of the total cost of education.
7. Most of the schools in Nuh block have been suffering from severe shortages of human resources like teachers and minimum physical resources like buildings, furniture, equipment, some other basic amenities like drinking water, electricity, play-ground, etc. However, some schools in Sohna block also suffer from shortage of human and physical resources but not so severely as it is in Nuh. Maintenance and upkeep of physical resources of schools has also been found significantly different in the two blocks.
8. While going through the performance of students in each block it was observed that besides the shortage of human resources (teachers) in Nuh block the existing human resources were not fully and regularly available in the schools. The teachers appointed in Nuh block in a large number used to go from Delhi and around affecting their presence in the schools. Whereas in case of Sohna, teachers

were mostly coming from nearby places and so were more regular and available in the school for the stipulated time. This has its own effect on students motivation and performance.

9. It was found that at the macro level, economic development of a region does not significantly influence the costs of education in that region. The comparative evidence on Sohna and Nuh block supports this.

**Shyni Duggal (2004)** – in her study “An evaluative study of inservice teacher education programmes conducted by DIETs of NCT, Delhi”, reveals the following.

### **Objectives of the study**

1. To review the present status of in-service teacher education programmes conducted by DIETs.
2. To evaluate the in-service teacher education programmes with respect to:
  - (a) Planning
  - (b) Organization
  - (c) Transaction of Content
  - (d) Evaluation and Follow up Mechanism
3. To study the effectiveness of the in-service teacher education programmes in terms of:
  - (a) Knowledge gained, attitudes developed and skills acquired as perceived by the teachers
  - (b) The extent to which knowledge gained and skills acquired are of use in the real classroom Situations as perceived by the teachers.

4. To find out the problems faced by the DIET faculty in organizing in-service teacher education programmes.

### **Main findings**

- The actual target group, in terms of number of teachers trained, had never been met by any of the DIETs in any year with one-two exceptions.
- In all the programmes observed, none of teachers admitted to attend any preprogramme meetings with the coordinators. Whereas, only eleven, out of eighty, resource persons stated to have attended such meetings before the commencement of two programmes only, to discuss about schedule and content design for INSET programmes.
- Majority of teachers responded that their respective Head Masters/Mistresses nominated them on mandatory basis.
- Most of the coordinators revealed that good rapport with the resource persons, apart from the experience in elementary education were the prime considerations given before engaging the resource persons for INSET programmes.
- The range of time spent on academic activities in one-week programmes was 42.73 per cent to 50.49 per cent. In the three-week orientation programmes the time spent on academic activities was nearly one-third of the total time set for the programmes.
- It was observed that in 58.08 per cent sessions, Lecture Method had been adopted. In rest of sessions resource persons had used Discussion, Demonstration

and Activity Methods. These sessions were more appreciated by the teachers, as these sessions afforded ample scope to the teachers to participate actively.

- In most of the programmes, the main emphasis was laid on content enrichment while pedagogy was quite neglected in both the types of programmes.
- The rapport among all the three groups viz. the participant teachers, the coordinators and the resource persons was quite good.
- The content transacted in the INSET programmes was need based and useful to some extent only, as per the responses of majority of the teachers.
- New teaching methods and techniques like child-centered education, teachings with low-cost teaching aids etc. were dealt with in only few sessions.
- The majority of the teachers were not convinced that their attitudes were attempted to be changed through the INSET programmes.
- One of the main objectives of INSET programmes i.e. skill development was dealt in a very limited fashion.
- Most of participant teachers of the INSET programmes believed that the 'Learnt-content' in the INSET programmes was usable in the real classroom situations, to some extent only. The main reason being large number of students in the classes they teach.
- No tests of the 'Learnt-content' or Questionnaire for the evaluation of the programmes were administered on participant teachers.

- The main problems according to majority of the coordinators in organizing INSET programmes were: (a) lack of ministerial staff, (b) no resource agencies National level/State level or any University for that matter offered any help, etc.
- The incentives - TA and DA and the Certificate for Participation in the programmes were not enough to motivate the assistant teachers.
- The coordinators expressed their helplessness of not being able to undertake field interaction and follow-up activities due to scarcity of time and resources.

# *Chapter III*

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## *Methodology*



## **CHAPTER – III**

### **METHODOLOGY**

#### **3.1 INTRODUCTION**

Methodology decides how a researcher forces the sampling techniques and number of samples how analysis can be done, and what is the suitable way for interpreting and generalizing the results there of.

This chapter deals with the methodology supplied in order to achieve different formulated objectives. This study has undertaken to study teachers, perception of inservice training programmes conducted by DIET Bellary of Karnataka.

#### **3.2 DESIGN OF THE STUDY**

The present study is a survey. The purpose of the study is to analyse the perception of elementary teachers about the inservice training programmes conducted by DIET, Bellary during 2006-07.

#### **3.3 SAMPLE OF THE STUDY**

The investigator visited the elementary school of Bellary district which are distributed in eight Educational Blocks. In those blocks the investigator visited four educational blocks and selected upper primary schools randomly. From all these schools the investigator selected 75 teachers randomly for the sample.

The Table 3.1 will give the details of sample. The sample consisted of all the elementary school teachers who ever were attended Inservice Training Programmes conducted by DIET, Bellary during 2006-07.

**Table 3.1: Details of sample**

Sl.No.	Name	School	Place
1	C.V. Mallamma	GHPS, 7 <sup>th</sup> ward	Kudligi
2	T.G. Suvarna	GHPS, 7 <sup>th</sup> ward	Kudligi
3	U. Nirmala	GHPS, 7 <sup>th</sup> ward	Kudligi
4	B. Meenakka	Girls School, 3 <sup>rd</sup> ward	Kudligi
5	H.S. Soubhagya	Girls School, 3 <sup>rd</sup> ward	Kudligi
6	K.N. Niranjana Murthy	GKMHPS	Kudligi
7	P. Mallamma	GKMHPS	Kudligi
8	D. Nagamma	GKMHPS	Kudligi
9	A. Mallamma	GKMHPS	Kudligi
10	M. Ningamma	GHPS, 1 <sup>st</sup> ward	Kudligi
11	H.G. Manjula	GHPS, 1 <sup>st</sup> ward	Kudligi
12	C.A. Shamala	GHPS, AO Gudda Tanda	Kudligi
13	G.M. Nagarathnamma	GHPS, AO Gudda Tanda	Kudligi
14	J. Manjunatha	GHPS, AO Gudda	Kudligi
15	B. Premalatha	GHPS, AO Gudda	Kudligi
16	B. Radha	GHPS DPEP School Bandri	Sundur
17	Girija B. Kadar	GHPS DPEP School Bandri	Sundur
18	Mangala	GHPS DPEP School Bandri	Sundur
19	Mangala	GHPS DPEP School Bandri	Sundur
20	E. Raja	GHPS DPEP School Bandri	Sundur
21	K. Affija	GHPS DPEP School Bandri	Sundur
22	Guddappa	GHPS, Bandri	Sundur
23	M.P. Nagesh	GHPS, Bandri	Sundur
24	S. Malleshappa	GHPS, H.K. Halli	Sundur
25	S. Panduranga	GHPS, H.K. Halli	Sundur
26	Kavitha S. Hirematt	GHPS, Nidugurthi	Sundur
27	Lakshmi Devi P.	GHPS, Nidugurthi	Sundur
28	K. Manjunath	GLPS, K. Gollarudratti	Sundur
29	Shamantha Kumari	GHPS, H.K. Halli	Sundur
30	B. Bhuvaneshwari	GHPS, H.K. Halli	Sundur
31	T. Kamma	GHPS, H.K. Halli	Sundur
32	Shubhamma A.	GHPS, Bandri	Sundur
33	D. Jansi Geethamani	GMHPS,PR Street Building	Bellary
34	Marry Rani Arieta	GMHPS,PR Street Building	Bellary
35	K. Susheela	GMHPS,GT St CB	Bellary
36	M.S. Lakshmi	GMHPS,GT St CB	Bellary
37	Chavan Pushpalatha Bai	GHPS Kadapageri CB	Bellary

Sl.No.	Name	School	Place
38	Nahid Begum	GHPS Kadapageri CB	Bellary
39	Premalatha Mitra	GHPS Kadapageri CB	Bellary
40	T.P. Arundhathi	GHPS Kadapageri CB	Bellary
41	R. Hemalatha	GHPS Kadapageri CB	Bellary
42	S. Manjunatha Gouda	SB HPS School	Bellary
43	A.K. Ningappa	SB HPS School	Bellary
44	D.N. Meenakshi	SB HPS School	Bellary
45	S. Lucigla	SB HPS School	Bellary
46	H. Nagaraj	GHPS, Kodihalli	Sundur
47	Ravindra Kumar	GHPS, Kodihalli	Sundur
48	B. Pramila	GHPS, Katinakamba	Sundur
49	A. Kariyanna	GHPS, Katinakamba	Sundur
50	N. Manjappa	GHPS, Katinakamba	Sundur
51	M. Siddalingappa	GHPS, Katinakamba	Sundur
52	Yallu Bai Hulmani	Sri Nagaraj GHPS Ktr	Kudligi
53	T. Girijamma	Sri Nagaraj GHPS Ktr	Kudligi
54	Anjinamma	SKV GHPS Ktr	Kudligi
55	K.M. Suvarnamma	SKV GHPS Ktr	Kudligi
56	S. Gnaneshwari	SKV GHPS Ktr	Kudligi
57	M.C. Madhumathi	SKV GHPS Ktr	Kudligi
58	M.C. Gowramma	SKV GHPS Ktr	Kudligi
59	B.M. Bharathi	SKV GHPS Ktr	Kudligi
60	Gayathri M.S.	SKV GHPS Ktr	Kudligi
61	B.M. Shubha	SKV GHPS Ktr	Kudligi
62	K. Soubhagya	GMHPS, Gachinamath	Kudligi
63	K. Sundaramma	GMHPS, Gachinamath	Kudligi
64	H.M. Basavarajaiah	GHPS, K.K. Hatti	Kudligi
65	H. Kotrappa	GHPS, K.K. Hatti	Kudligi
66	Jagadish	GMHPS, Gochinamath	Kudligi
67	K. Gurubasavaraj	Gurubasaveshwara GHPS Ktr	Kudligi
68	Nalina S.M.	Gurubasaveshwara GHPS Ktr	Kudligi
69	K. Shashikala	Gurubasaveshwara GHPS Ktr	Kudligi
70	D. Vimalakshi	Gurubasaveshwara GHPS Ktr	Kudligi
71	B. Revanasiddappa	Gurubasaveshwara GHPS Ktr	Kudligi
72	S.M. Tumbinakatti	KBK Goudar GHPS Ktr	Kudligi
73	H.M. Mangala	KBK Goudar GHPS Ktr	Kudligi
74	Meenakshi	KBK Goudar GHPS Ktr	Kudligi
75	S. Nagarathnamma	GHPS Bandri	Sundur

### **3.4 DESCRIPTION OF THE TOOL**

The investigator developed the questionnaire on his own under the guidance of guide. Questions are consists of two parts: Part A and Part B.

Part A is intended to gather personal information of the teachers, subjects, clay they taught, qualification, teaching experience and seeking information of inservice training programmes that they have attended during 2006-2007.

Part B consists of 20 items. Out of the 20 items, 18 are of rating type having three responses, numbered from 1 to 3 (1 – Very much, 2 – Some extent, 3 – Not at all), the teachers have to tick any one of the response which they feel appropriate. In addition to this they have given their comments regarding the concerned aspect of the training programme dealt under each item. These items are concerned with different aspects of the training programmes like planning, content, presentation, physical and academic facilities. The 19<sup>th</sup> question is of Yes / No type and this also bear comments. The 20<sup>th</sup> item is specially meant for eliciting teachers' suggestions for improvements of the training programme.

### **3.5 PROCEDURE OF DATA COLLECTION**

The investigator personally visited the DIET, Bellary with requisition letter of Head of the Department of Education, RIE, Mysore and sought the permission of the Principal, DIET, Bellary to collect details about the inservice training programme conducted by the DIET during 2006-2007. This include number of training programmes conducted, teachers attended these programmes and talukwise finalise report.

The investigator then made sufficient number of copies of the research tool and visited the schools. On visiting the schools, the Head masters made arrangements to meet teachers. Then, the investigator established a good rapport with the teachers and explained purpose of the study. They were given the assurance that the information provided by them would be used only for research purpose and kept confidential.

Then the investigator explained the purpose of the study and about the questionnaire to the teachers. After distributing the questionnaire the investigator read out all instructions to the teachers.

The instruction were as follows

- The primary aim of this questionnaire is to get your views, opinions, experiences and aspirations about training programmes.
- Please read the items one by one
- This is not a test and there is no right/wrong answers.
- You are requested to read the questionnaire items carefully and record your responses appropriately.
- In Part A give essential data that is according to questionnaire
- In part B, each statement followed by three response categories, i.e., 1-very much, 2-some extent and 3-not at all.
- You have to record your response by putting a circle around any one of the numbers given.
- Please record your comments regarding that item in a given space.

- Before giving comments it's necessary to read the tips for writing comments given in last page of questionnaire.
- It's necessary to answer each and every item.
- In case you have any difficulty with regard to the items, please get it clarify before passing on the next item.
- You have liberty to record your comments in Kannada language also.

After the teachers completed responding, the investigator checked all the items were attempted or not. After that the investigator collected the questionnaires back. The investigator followed this procedure in all the schools.

### **3.6 DATA ANALYSIS TECHNIQUES**

The data collected was analysed by means of qualitative and quantitative analysis. And qualifying techniques also used for analysis. Procedures of analysis and interpretation of the result in accordance with objectives and research questions of the study have been attempted in next Chapter V.

# *Chapter IV*

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## *Analysis and Interpretation*

## CHAPTER – IV

### ANALYSIS AND INTERPRETATION

#### 4.1 INTRODUCTION

In the preceding chapters a theoretical framework to the present study, studies reviewed and the methodology of the study adopted were discussed. This chapter deals with the analysis of data keeping in view the objectives and research questions of the study. Quantitative and qualitative analysis were employed. The results and discussion are given in the following captions.

#### 4.2

##### 4.2.1 Number and types of inservice training programmes under taken by DIET

###### Bellary (2006-2007)

A number of inservice training programmes were undertaken by DIET Bellary in academic year 2006-2007. Many of the training programmes are going to held in block resource centers (BRCs), cluster resource centers (CRCs) and some are in DIET centre, Bellary. But all training programmes are one and all same through out the district.



Thirty-six training programmes were undertaken by BRCs and CRCs, that are of different types. Thirty four training programmes were under took in all eight educational blocks, and other left two programmes were conducted by DIET, Bellary it self.

Different training programmes were gave in different subjects. Every programmes nature will not be one and all same. Each programme having target numbers of teachers and total number of teachers were going to fixed earlier itself.

All over Bellary including all BRCs and CRCs 36 in-service training programmes were conducted in the academic year 2006-2007. 59,799 were trained up and finance was 40,19,720 Rs. This report was given in detail in Table 4.1.

**Table 4.1: Details of inservice training programmes**

Sl. No.	Inservice training programmes	Days	Trimester 1		Trimester 2		Trimester 3		Trimester 4		Total	
			P	F	P	F	P	F	P	F	P	F
1	Bhumica (Teleconference)	1	0	0	0	0	0	0	279	17304	279	17304
2	Ankitha CRC Workshop	1	0	0	0	0	0	0	6256	187690	6256	187680
3	Bahumukhi (Teleconference)	2	375	79551	297	73588	100	16887	0	0	772	170026
4	English (RTI)	10	37	17843	66	39089	0	0	0	0	103	56932
5	Samanvaya Sikshana	5	0	0	58	13736	0	0	0	0	58	13736
6	Bhumica CRC Workshop	1	0	0	0	0	0	0	4764	142920	4764	142920
7	Dikshaa	3	0	0	106	29870	0	0	0	0	106	29870
8	Chaitanya 2 (Sci, Mathse)	5	147	42408	0	0	0	0	0	0	147	42408
9	Bharathsevadai	10	0	0	50	21000	350	147000	0	0	400	168000
10	Jeevanavignyana	5	963	260394	581	163408	56	14624	0	0	1600	438420
11	Kannada	5	221	58672	31	5487	0	0	0	0	252	64159
12	Science / Darpana	5	514	142000	354	87835	37	10876	0	0	905	240711
13	Evaluation (Sourabha)	2	95	21944	241	13379	0	0	0	0	336	35323
14	KSQE / Mukamuki	1	0	0	422	30885	73	9538	67	34400	562	74823
15	EV Studies	2	0	0	50	2950	0	0	0	0	50	2950
16	Mathse	5	593	151586	361	90032	162	29343	0	0	1116	270961
17	Social Science (SN)	5	140	37309	30	5286	0	0	0	0	170	45293
18	Blue print	1	0	0	4004	131424	0	0	0	0	4004	131424
19	English	5	558	132996	114	28789	0	0	0	0	4672	161783
20	Yoga	10	274	141337	0	0	0	0	0	0	274	141337
21	Hindi	5	32	9446	0	0	0	0	0	0	32	9440
22	Ankita Satellite Mathse	1	0	0	0	0	0	0	285	17860	285	17860
23	Chukkichinna (SAT)	1	0	0	5755	193050	0	0	0	0	5755	193050
24	Telugu	5	35	8626	28	8490	0	0	0	0	63	17116
25	Urdu	5	43	10377	0	0	0	0	0	0	43	10377
26	H M Training	2	34	8002	0	0	0	0	0	0	34	8002
27	CRC Workshop	1	6438	200828	5862	175860	6451	193530	1159	34770	19910	604981
28	Srujana	1	146	35122	176	44841	45	7349	39	6848	406	94160
29	Darpana (Teleconference)	1	-	-	-	-	0	-	237	14838	237	14838
30	Kiran English Satellite	1	-	-	-	-	229	14264	5328	159840	5328	159840
31	SDMC Training	1	-	0	938	50807	0	-	2026	60780	2964	111587
32	Others (DIET)	1	196	19717	0	-	93	46331	0	0	289	66041
33	Action Research	1	457	47109	350	35960	336	35296	0	0	1143	181363
34	Management training		-	-	-	-	-	-	250	100000	250	100000
35	REMS Education Conference		-	-	-	-	-	-	250	100000	250	100000
36	H M Hyderabad Training		-	-	-	-	-	-	1	2663	1	2663
	<b>Total</b>		<b>11298</b>	<b>1425267</b>	<b>19874</b>	<b>1245766</b>	<b>7932</b>	<b>525038</b>	<b>20695</b>	<b>823658</b>	<b>59799</b>	<b>4019721</b>

**P = Physical; F = Finance**

**Table 4.2: Names of the taluks with respect to physical and finance**

Sl.No.	Names	Total	
		Physical	Finance
1	Bellary (East)	8573	551042
2	Bellary (West)	6882	442442
3	Hospet	10943	623744
4	Kudligi	10425	666932
5	Hadagali	7267	472268
6	H.B. Halli	4888	399799
7	Sandur	4975	306381
8	Siruguppa	4736	242132
9	DIET Bellary	58686	3704780
10		1113	314949
	<b>Total</b>	59799	4019729

**4.2.2 The number of teachers who have under gone training in various subjects conducted by DIET Bellary (2006-07)**

In all educational blocks all most all training programmes were given. But in some of the training programmes the number of teacher's varies by block to block because the some of the educational blocks are bigger compare to others. For example in 8 educational blocks two very big blocks are Hospet, Kudligi Educational blocks.

We well get the number of teacher who have under gone training in various subjects by the following Table 4.3 according to block wise.

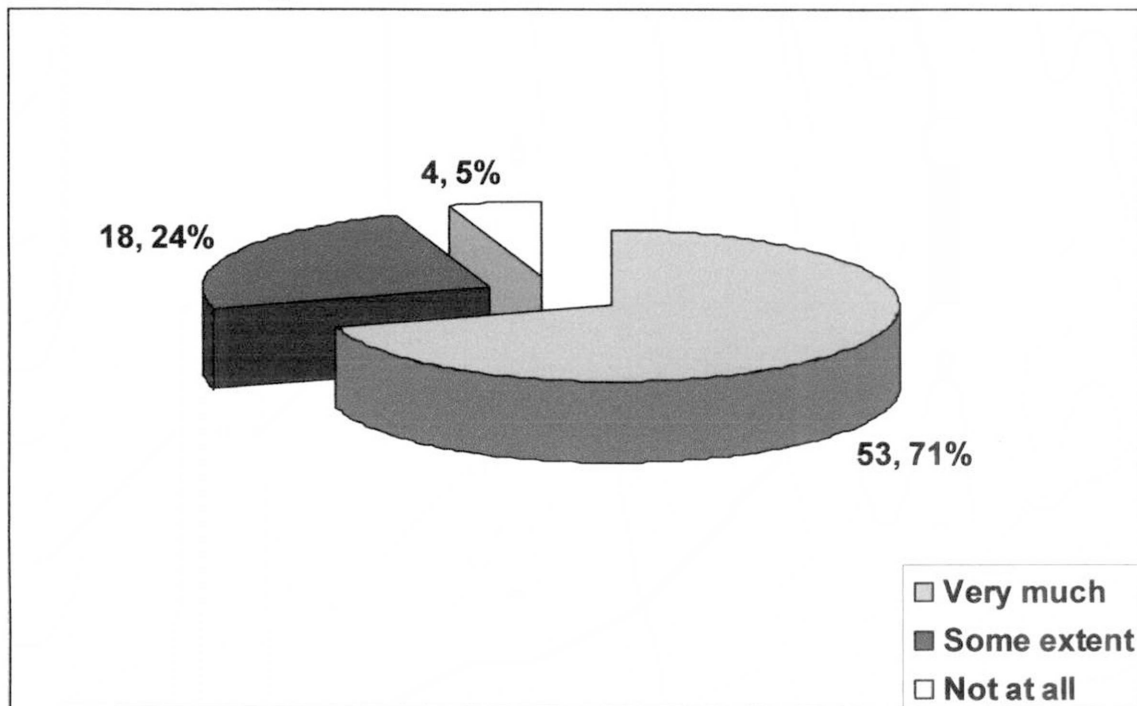
### 4.3 PLANNING

#### 4.3.1 Training needs of the teachers

Table 4.3: Training needs of the teachers

Opinion	Number	Percentage
Very much	53	71
Some extent	18	24
Not at all	4	5
Total	75	100

Graph 4.1: Training needs of the teachers



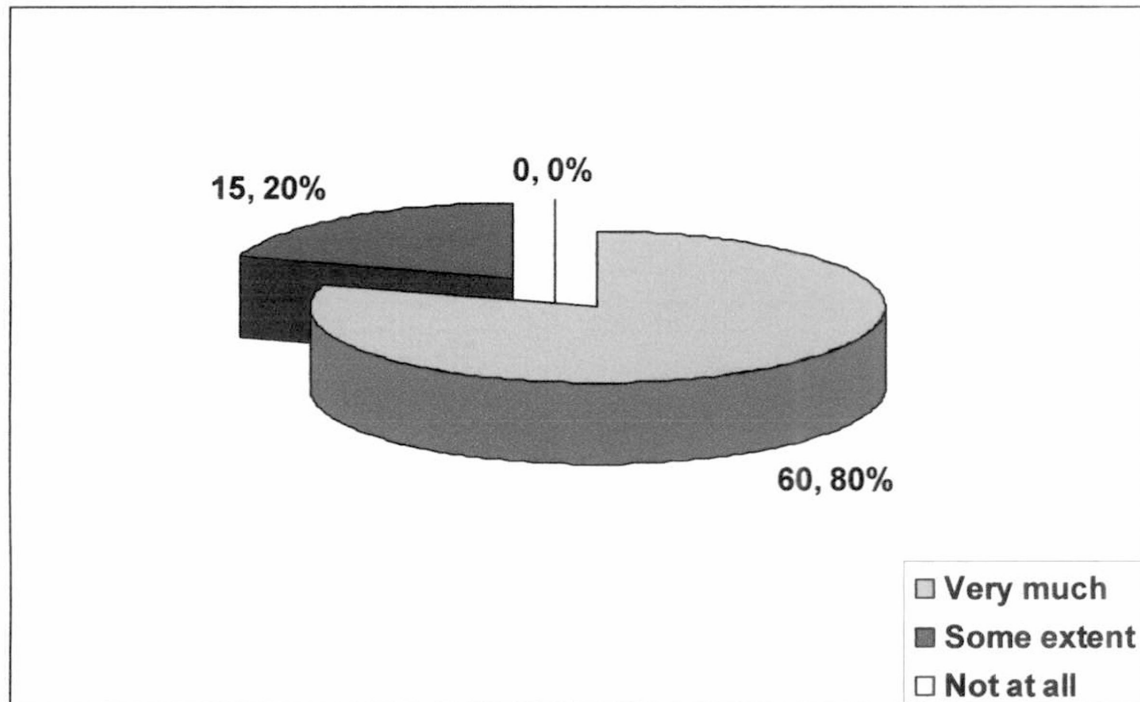
The Table 4.3 and Graph 4.1 show that the distribution of teachers represents the training needs. The 71% of the teachers expressed that their training needs were considered at the time of planning the programme and 24% of teachers upto some extent and 5% of teachers expressed not at all. This indicates that the training programmes were well planed by considering most of the training needs of teachers. But teachers comments show that some of the training needs like giving separate training to senior and junior teachers, giving according to need of subjects, activity centered training were not so satisfactory.

### 4.3.2 Schedule and conduct of training sessions

**Table 4.4: Schedule and conduct of training sessions**

Opinion	Number	Percentage
Very much	60	80
Some extent	15	20
Not at all	0	0
Total	75	100

**Graph 4.2: Schedule and conduct of training sessions**



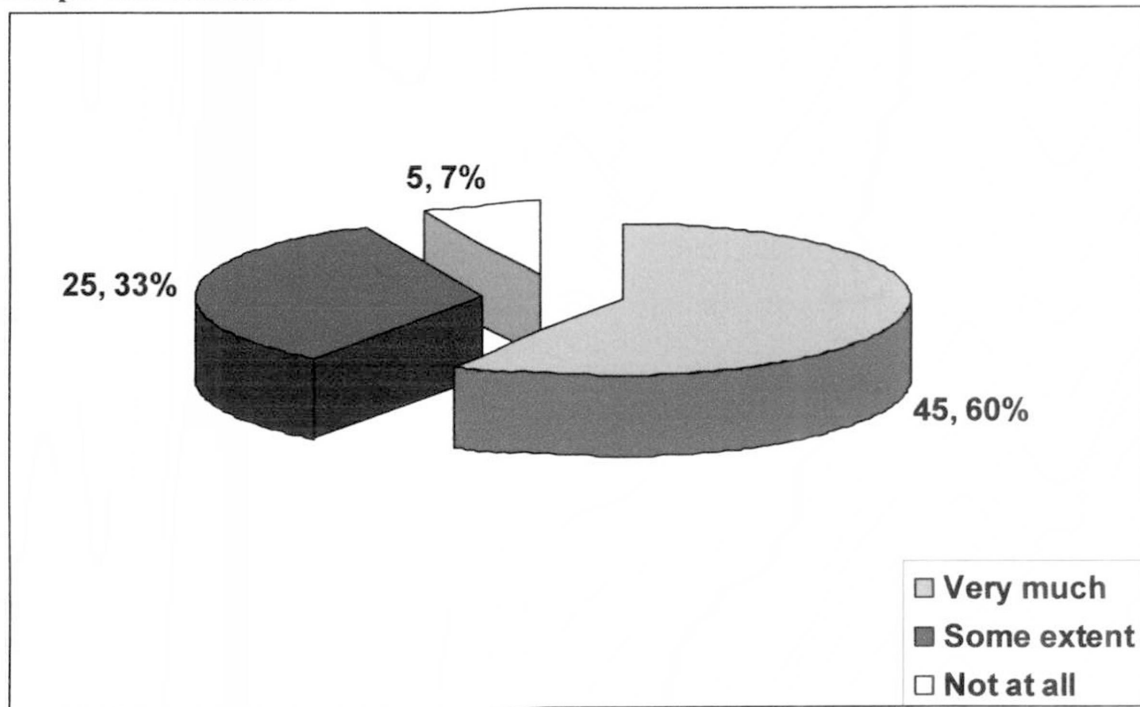
The Table 4.4 and Graph 4.2 show that the training schedule and conduct of training programmes were satisfactory. The 80% of teachers were satisfactory with regarding to schedule and conduct of training programmes, and 20% of teachers upto some extent. The analysis of comments also revealed that the most of the teachers were comfortable with schedules of training. And teachers were expressed happiness with flexibility at irk situations. Some of the teachers also complain that schedules were not followed some times.

### 4.3.3 Duration

**Table 4.5: Duration**

Opinion	Number	Percentage
Very much	45	60
Some extent	25	33
Not at all	5	7
Total	75	100

**Graph 4.3: Duration**



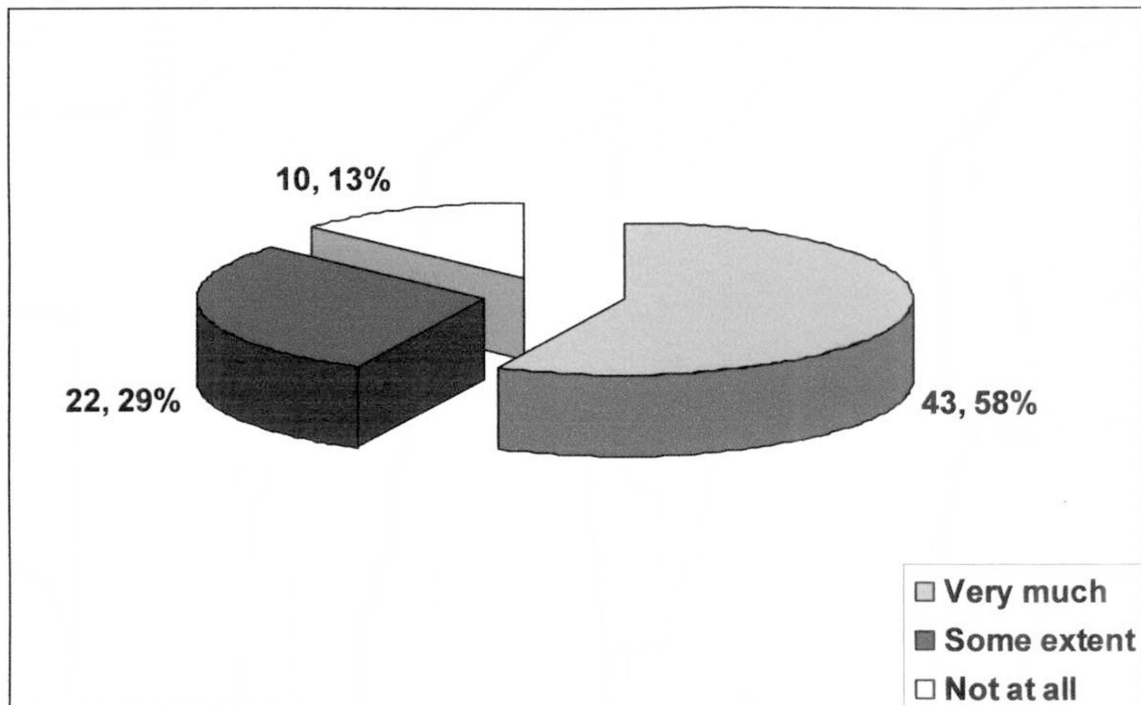
Only 60% of the teachers agreed very much with the duration of training sessions, 33% upto some extent and 7% not at all agreed with duration. Teachers were having the view that the duration of training sessions were not enough to develop their competencies. They strongly disagreed with training sessions in summer and mid term holidays.

#### 4.4 PHYSICAL FACILITIES

**Table 4.6: Physical facilities**

Opinion	Number	Percentage
Very much	43	58
Some extent	22	29
Not at all	10	13
Total	75	100

**Graph 4.4: Physical facilities**



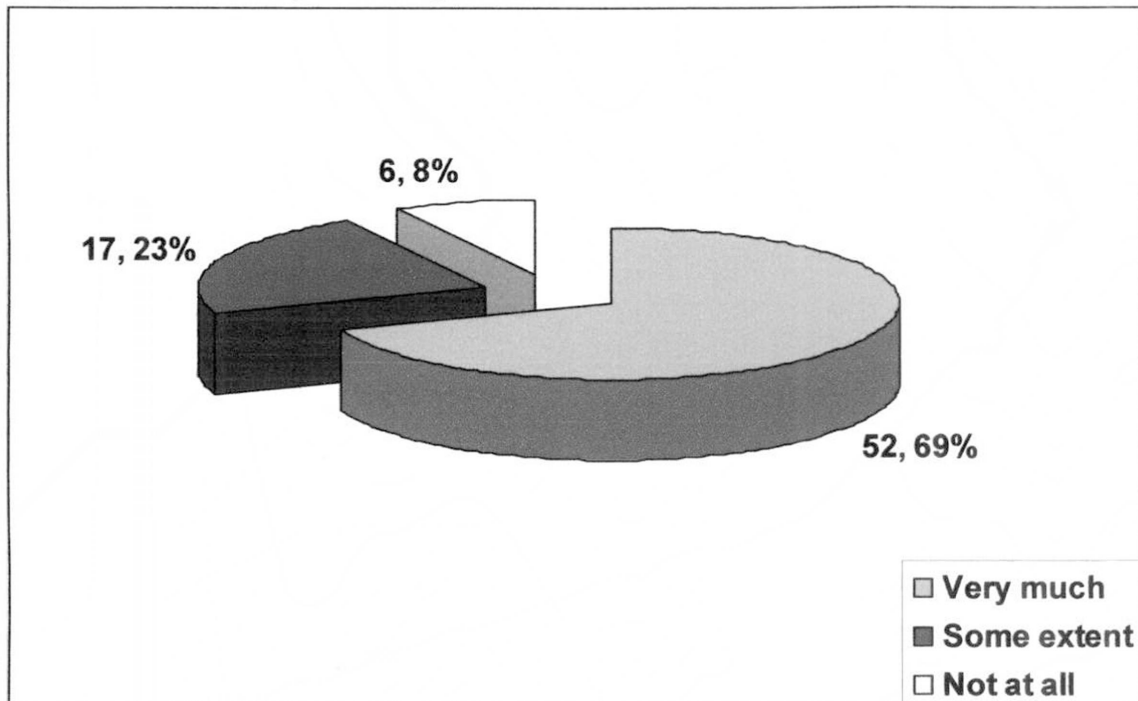
Regarding physical facilities teachers were not at all satisfactory. Only 58% of teachers agreed with the physical facilities provided at the training centres. Most of the female teachers revealed that basic facilities such as drinking water, seating arrangement, makeup room facility, etc. were must available in the centres. They were very much annoyed with physical facilities.

#### 4.5 CONTENT: RELEVANCY OF THE TOPIC

**Table 4.7: Relevancy of the topic**

Opinion	Number	Percentage
Very much	52	69
Some extent	17	23
Not at all	6	8
Total	75	100

**Graph 4.5: Relevancy of the topic**



The topics that are dealt in training sessions were relevant to teachers. The 69% of teachers were agreed very much, 23% upto some extent and 8% of teachers not at all agreed with relevancy of topic. This indicates that the content selected for training were very much congruent with the teaching profession of the elementary school teachers. However analysis of teachers comments revealed that there is a need to give training subjects to particular teachers.

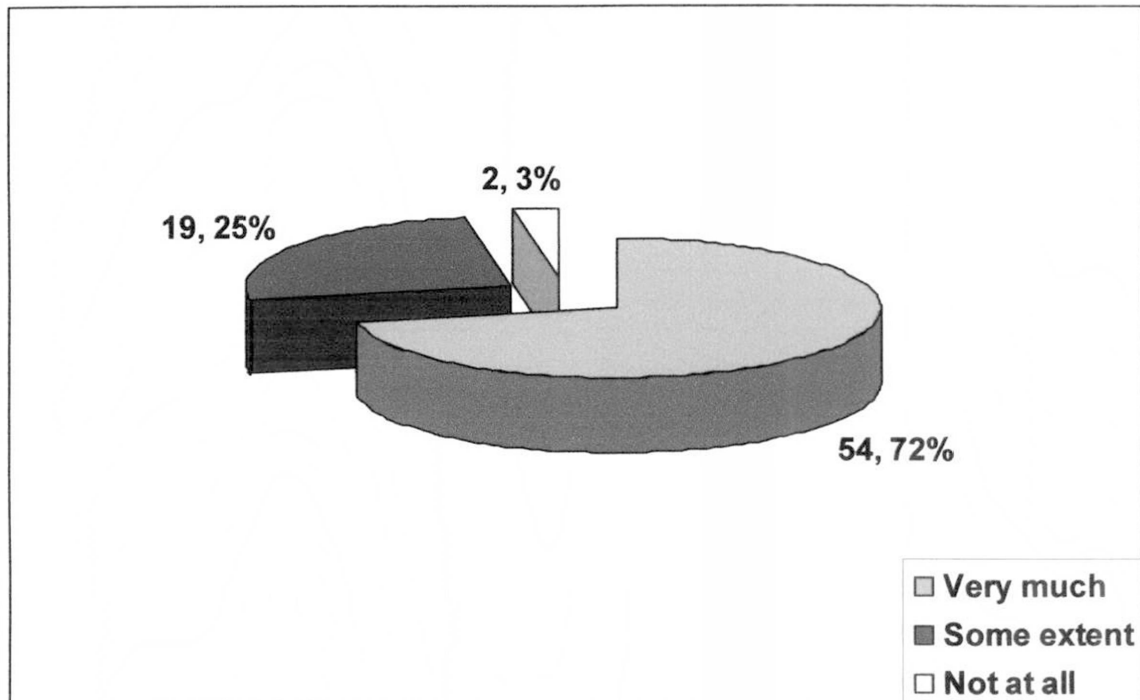


## 4.6 MODE OF TRANSACTION

**Table 4.8: Mode of transaction**

Opinion	Number	Percentage
Very much	54	72
Some extent	19	25
Not at all	2	3
Total	75	100

**Graph 4.6: Mode of transaction**



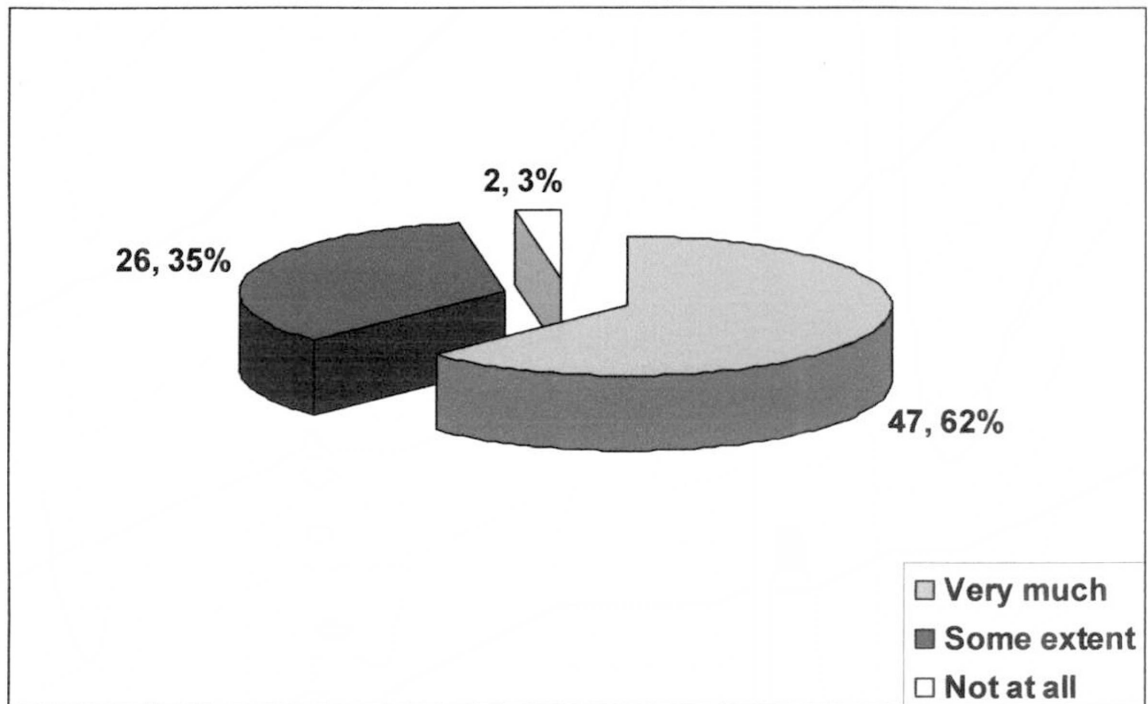
Regarding mode of transaction in the training 72% of the teachers were agreed very much, 25% upto some extent and 3% not at all. The teachers expressed their comments that the techniques that are used in training sessions were very effective. Teachers were very much appreciative of the group discussions, activities and the feedbacks given in the training sessions. But some of the teachers expressed their bad feeling towards monologues and inactive training sessions.

#### 4.7 CONTENTS / TOPICS TRANSACTION THROUGH DISCUSSIONS

**Table 4.9: Contents / Topics transaction through discussions**

Opinion	Number	Percentage
Very much	47	62
Some extent	26	35
Not at all	2	3
Total	75	100

**Graph 4.7: Contents / Topics transaction through discussions**



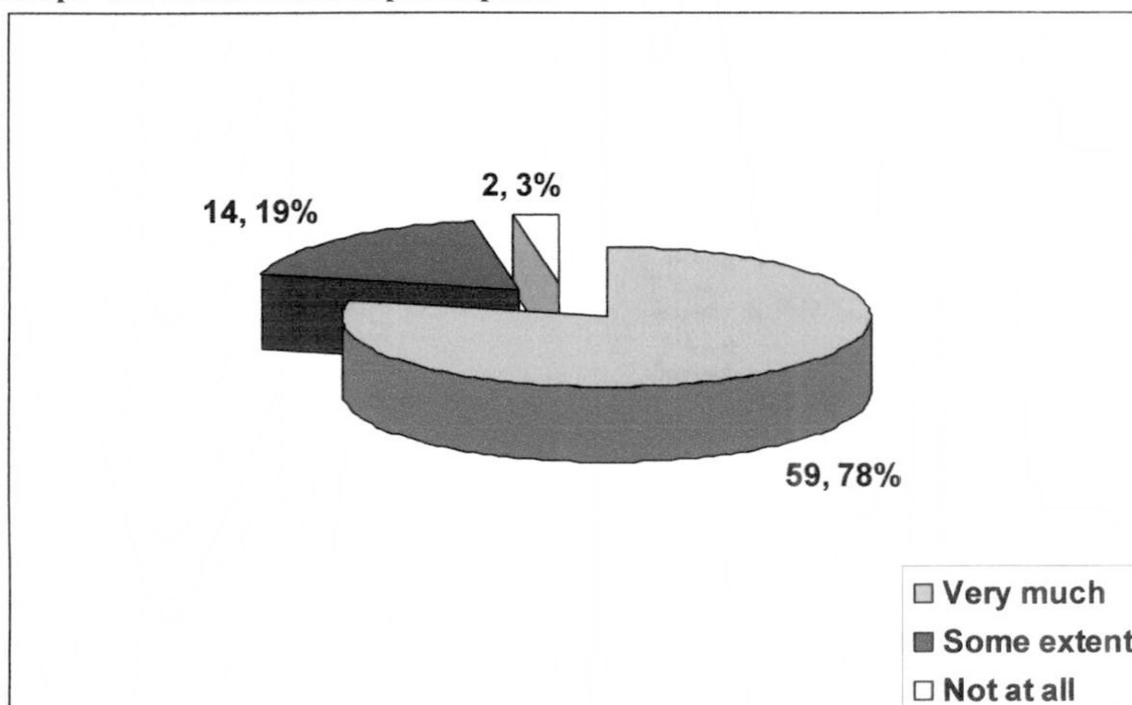
Only 62% of teachers agreed very much, 35% upto some extent and 3% not at all with the transaction of topic through proper discussions. Most of the teachers expressed that discussions will be in proper channel but some times the teachers were unable to channelise themselves in proper discussions. The burly personalities were going to dominate in the discussions.

## 4.8 INVOLVEMENT OF PARTICIPANTS

**Table 4.10: Involvement of participants**

Opinion	Number	Percentage
Very much	59	78
Some extent	14	19
Not at all	2	3
Total	75	100

**Graph 4.8: Involvement of participants**



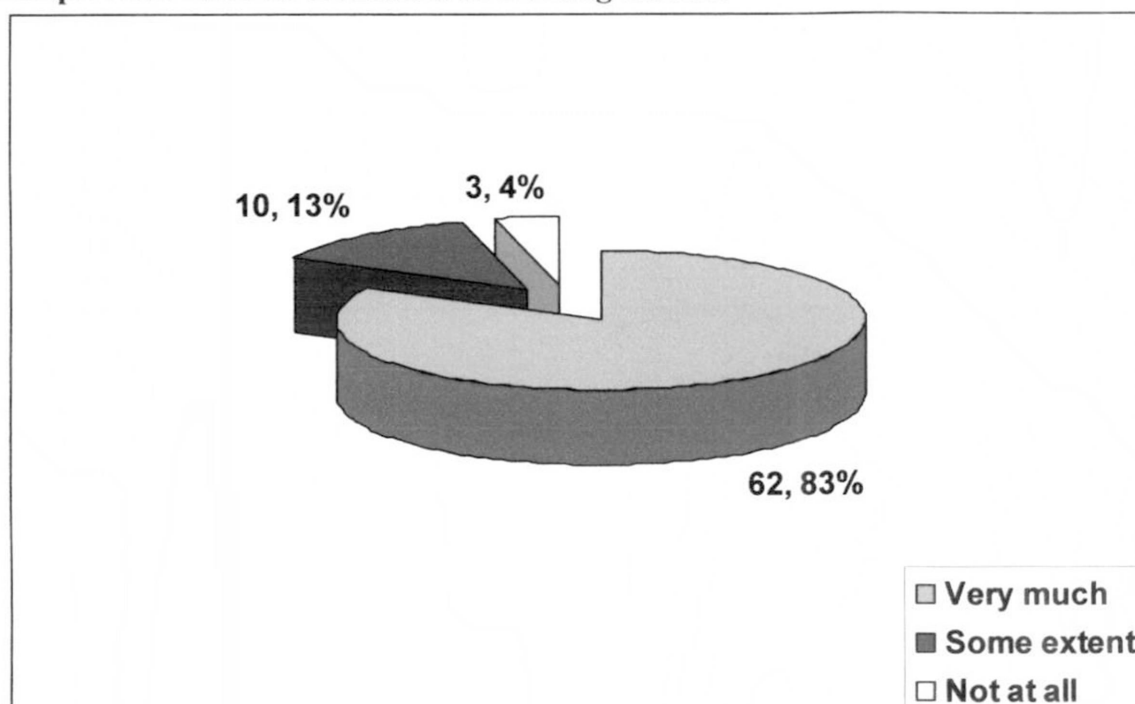
Participants expressed their view regarding involvements of them in sessions, that they have involved actively in training sessions. 78% of teachers very much, 19% of teachers upto to some extent and 3% of teachers not all agreed with this aspect. Teachers are having the feeling of attraction towards training session as the reason for active involvement. But some of the teachers complained that some of teachers would not attended training sessions properly and they have not explained the reason behind it.

#### 4.9 ACTIVITIES CONDUCTED IN TRAINING SESSIONS

**Table 4.11: Activities conducted in training sessions**

Opinion	Number	Percentage
Very much	62	83
Some extent	10	13
Not at all	3	4
Total	75	100

**Graph 4.9: Activities conducted in training sessions**



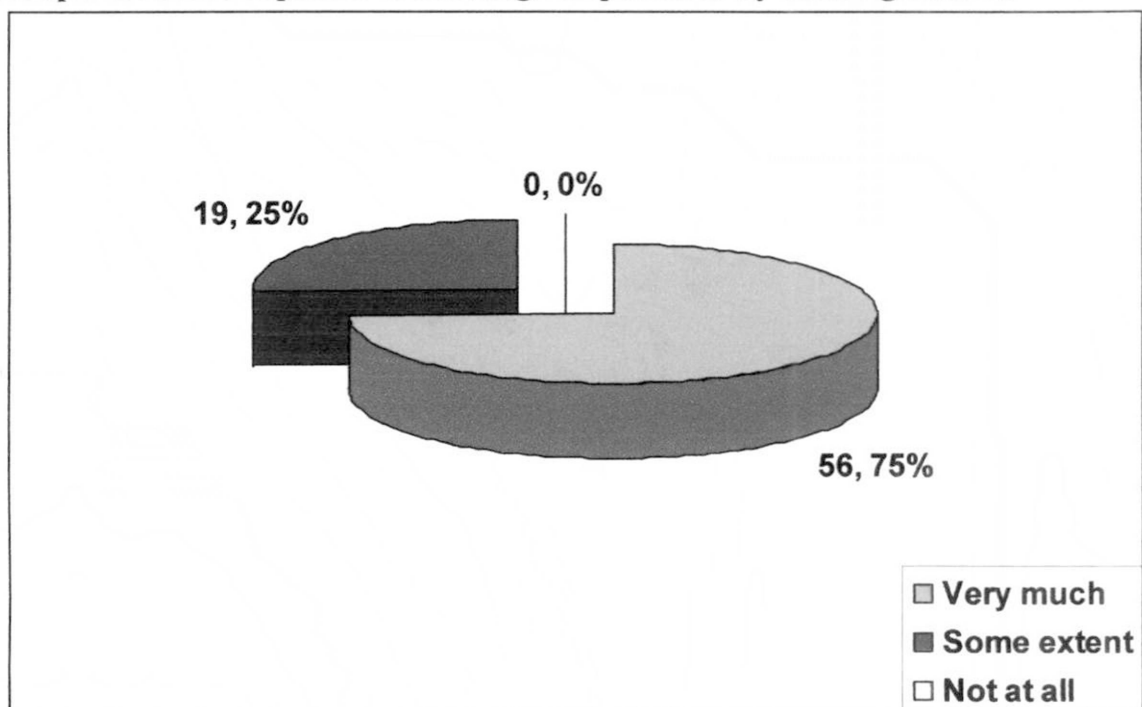
Teachers were happy with the activities conducted in the training sessions. 83% of teachers very much, 13% upto some extent and 4% of teachers not at all satisfactory with activities conducted. The activities conducted in training sessions were upto optimum level. The activities such as dance, songs, recordings, would play important role in concentrating towards training sessions and some of the activities such as enjoying mathematics helped a lot to teachers to teach mathematics.

#### 4.10 DEVELOPMENT OF TEACHING COMPETENCIES BY TRAINING SESSIONS

**Table 4.12: Development of teaching competencies by training sessions**

Opinion	Number	Percentage
Very much	56	75
Some extent	19	25
Not at all	0	0
Total	75	100

**Graph 4.10: Development of teaching competencies by training sessions**



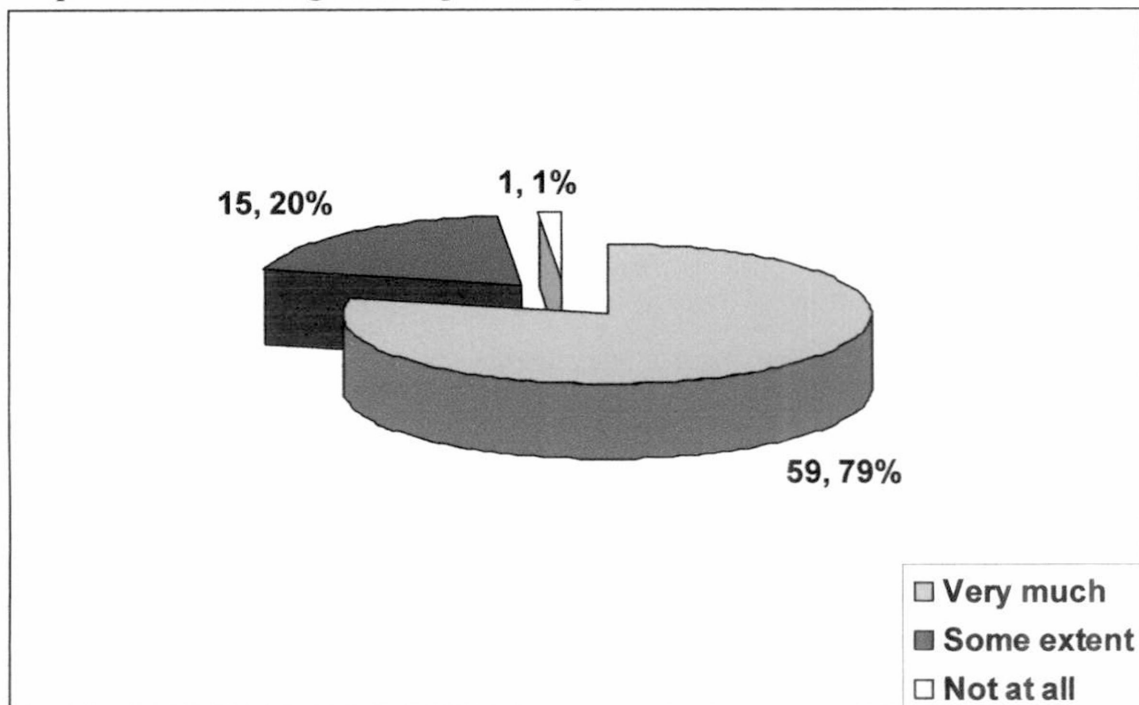
75% of the teachers very much, 25% of teachers upto some extent agree with the development of teaching competencies by training sessions. Most of the teachers have developed good teaching competencies. All most all training sessions conducted on the basis of teaching competencies. The teachers developed the competencies regarding teaching techniques, using teaching aids, learner centred activities, inclusive education, etc. But only one drawback that the teachers expressed that to develop such competencies, the days of training should be increased.

#### 4.11 KNOWLEDGE AND EXPERIENCE GAINED FROM TRAINING SESSIONS

**Table 4.13: Knowledge and experience gained from training sessions**

Opinion	Number	Percentage
Very much	59	79
Some extent	15	20
Not at all	1	1
Total	75	100

**Graph 4.11: Knowledge and experience gained from training sessions**



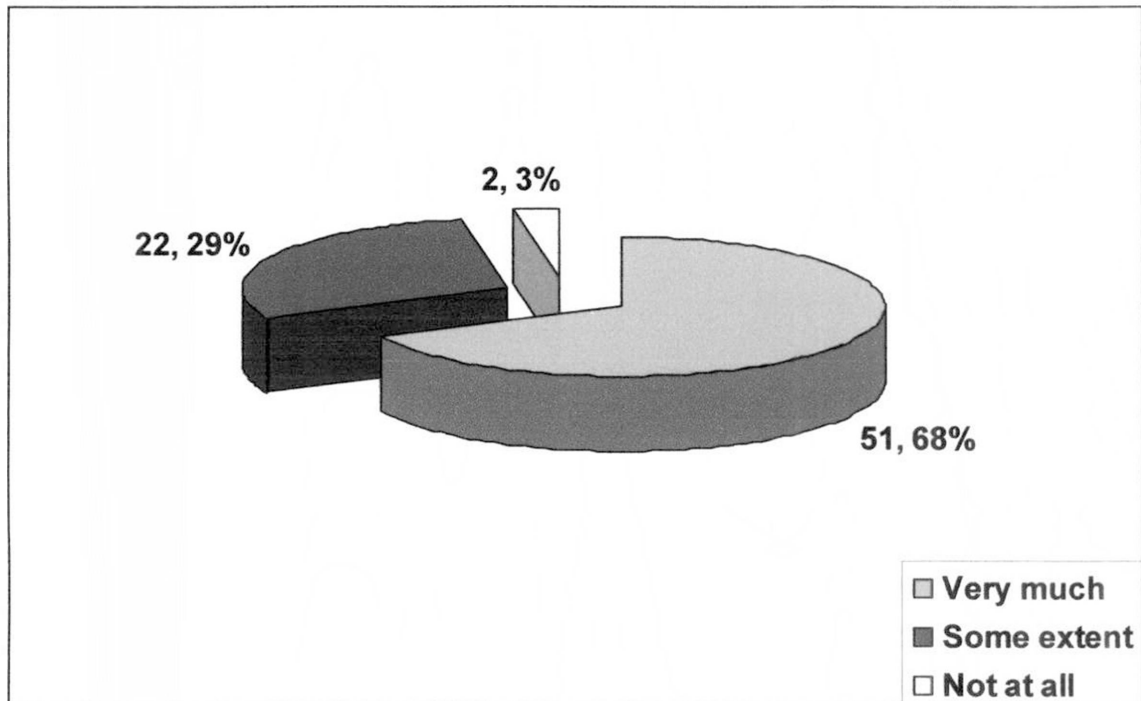
79% of the teachers agree that the knowledge and experience gained from training session were adequate to promote their students learning experiences. But 20% of the teachers expressed that the knowledge experience that they gain here is not applicable in rural context upto some extent.

#### 4.12 CONSIDERATION OF TEACHER REQUIREMENTS DURING TRAINING

**Table 4.14: Consideration of teacher requirements during training**

Opinion	Number	Percentage
Very much	51	68
Some extent	22	29
Not at all	2	3
Total	75	100

**Graph 4.12: Consideration of teacher requirements during training**



68% of very much, 29% upto some extent and 3% of not at all considered teachers requirements. Teacher expressed their view that in most of the training sessions clarification for doubts given there itself, and additional information also given regarding the topic. But in some training sessions there is no chance to ask doubts and no clarification also.

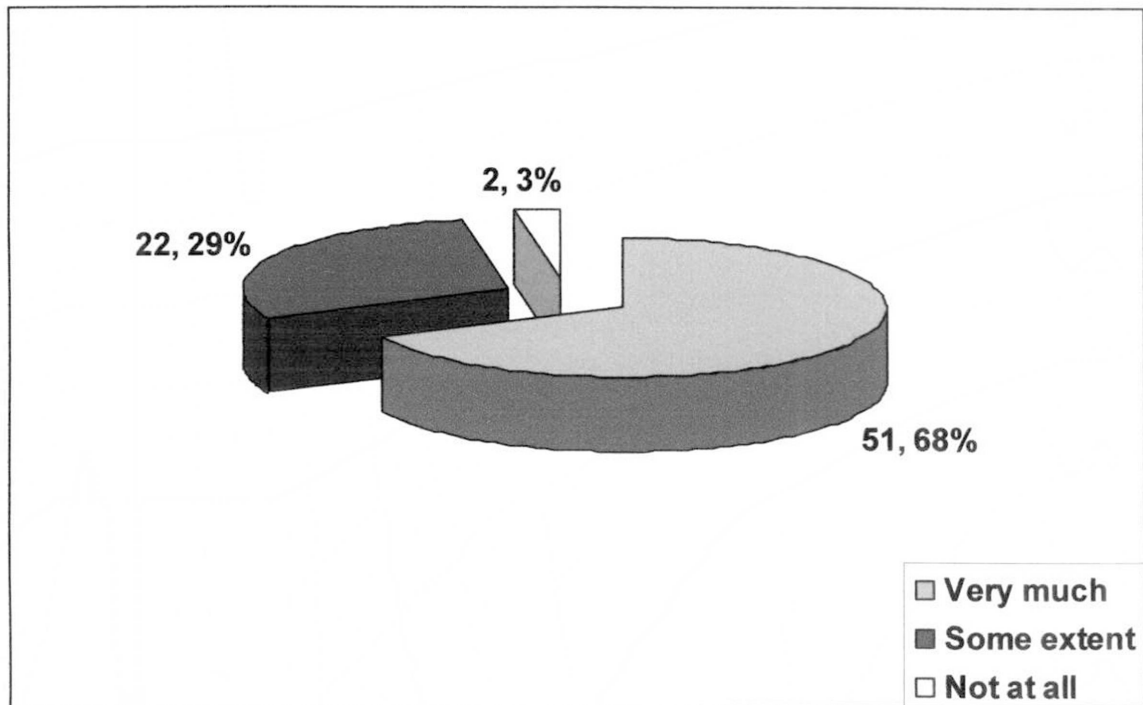
#### 4.13 INSTRUCTIONAL AIDS AND AV AIDS

##### Instructional aids

**Table 4.15: Instructional aids**

Opinion	Number	Percentage
Very much	51	68
Some extent	22	29
Not at all	2	3
Total	75	100

**Graph 4.13: Instructional aids**



Regarding instructional materials most of teachers exhibit their satisfactory feeling. 68% of the teachers were going to agree that the instructional material that they have given are used full in the classroom instruction and improve students competencies. But of 29% of teachers express that most of the times they won't give instructional aids at all and also complained in their views that if they gave also they would not at give proper time. Some of the time the enough quantity of instructional materials will not be their in training sessions. Some of the instructional aids that they provided such as hand books, activity books, etc.

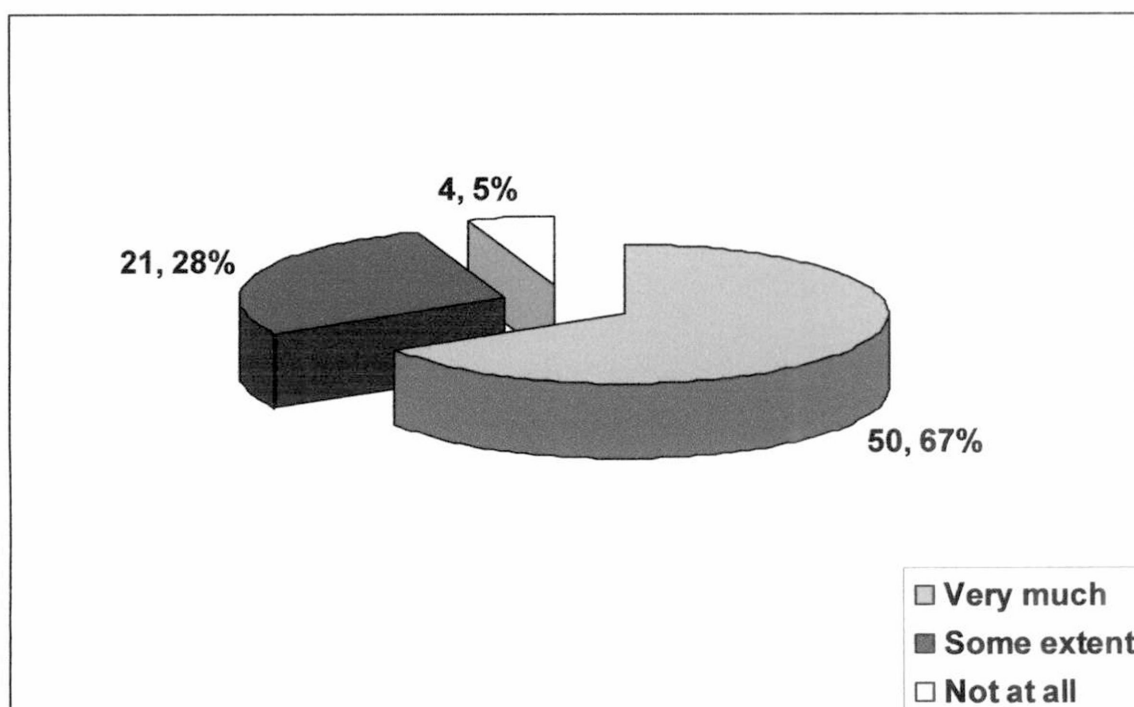


## AV aids

**Table 4.16: AV aids**

Opinion	Number	Percentage
Very much	50	67
Some extent	21	28
Not at all	4	5
Total	75	100

**Graph 4.14: AV aids**



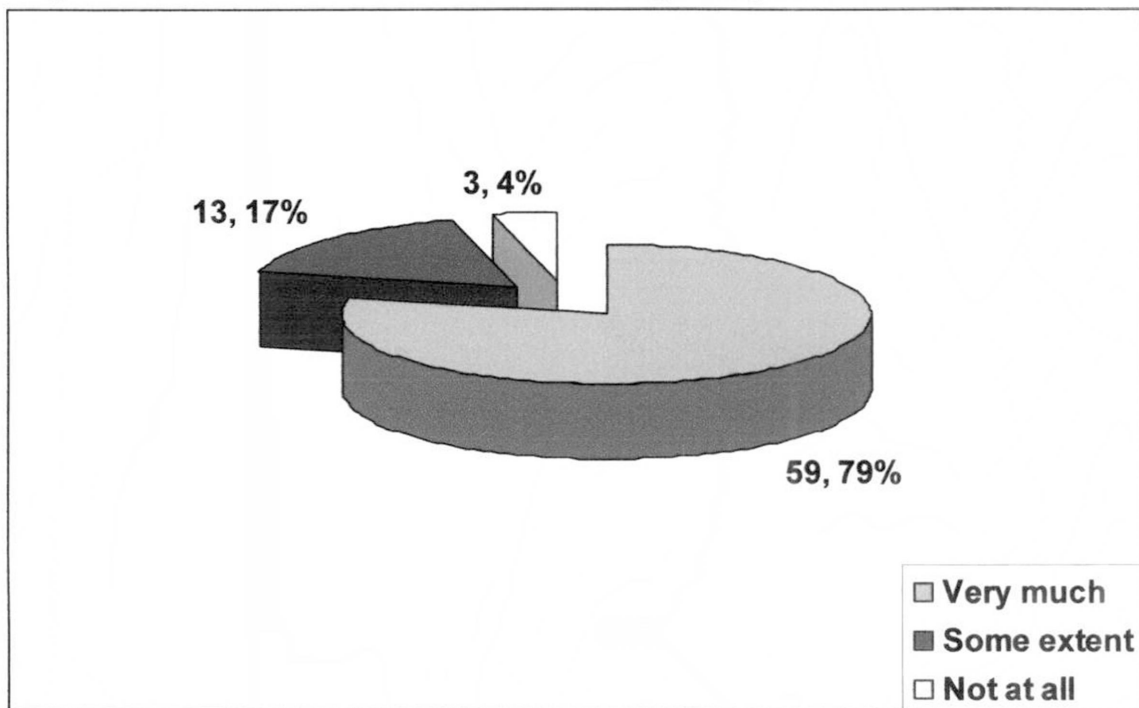
67% of the teachers expressed that there was well utilization A-V aids in the training sessions. They were very much impressed of teleconferences. But 28% of the teachers putted their comments in common training session they won't use AV aids. And in some of the CRCs they don't have AV aids. The AV aids commonly used in almost-programmes were TV, computer and rarely LCD projectors.

#### 4.14 INTERACTION BETWEEN TEACHERS AND RESOURCE PERSONS

**Table 4.17: Interaction between trainees and participants**

Opinion	Number	Percentage
Very much	59	79
Some extent	13	17
Not at all	3	4
Total	75	100

**Graph 4.15: Interaction between trainees and participants**

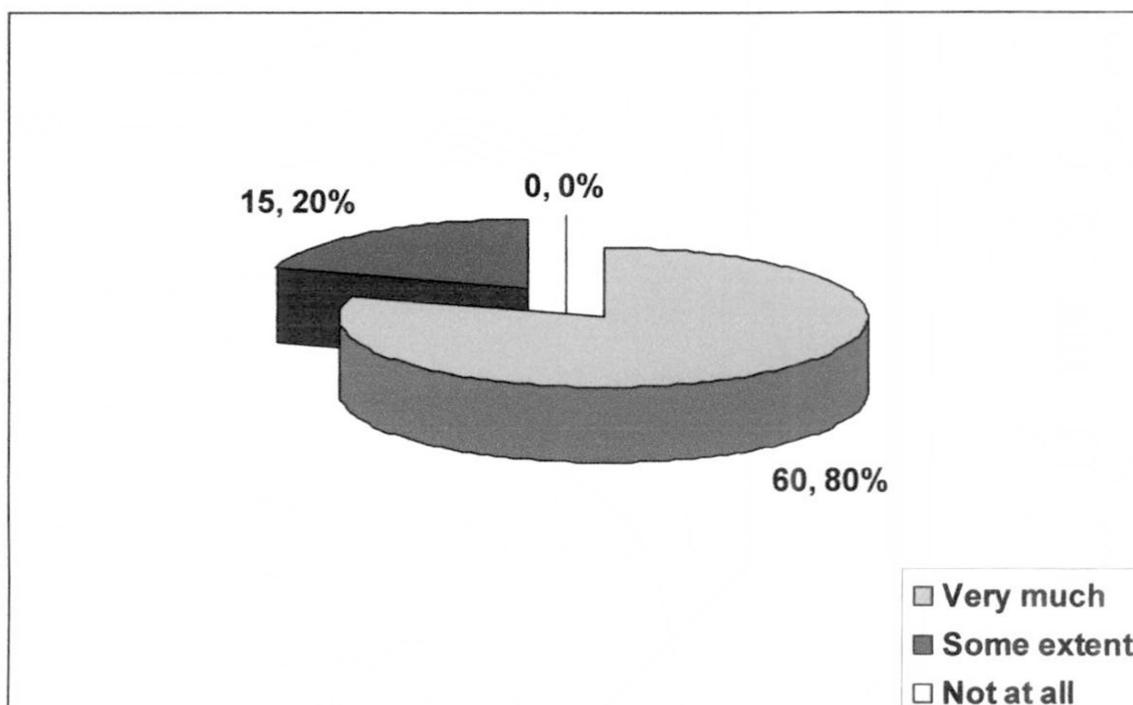


The interaction between teacher and resource persons was optimum. The 79% of the resource persons use to clarify the doubts, giving additional information on the topic. But 17% of the teachers were expressed their view that some times resource persons respond would be minimum. And most of the time answers given by them were not so satisfactory. In some of training sessions interaction between teachers and resource persons would be very effective. But by means of unnecessary distractions, some time it is going to break down. Sufficient opportunities they used to provide interact with them.

**Table 4.18: Adequacy and satisfaction of interaction**

Opinion	Number	Percentage
Very much	60	80
Some extent	15	20
Not at all	0	0
Total	75	100

**Graph 4.16: Adequacy and satisfaction of interaction**

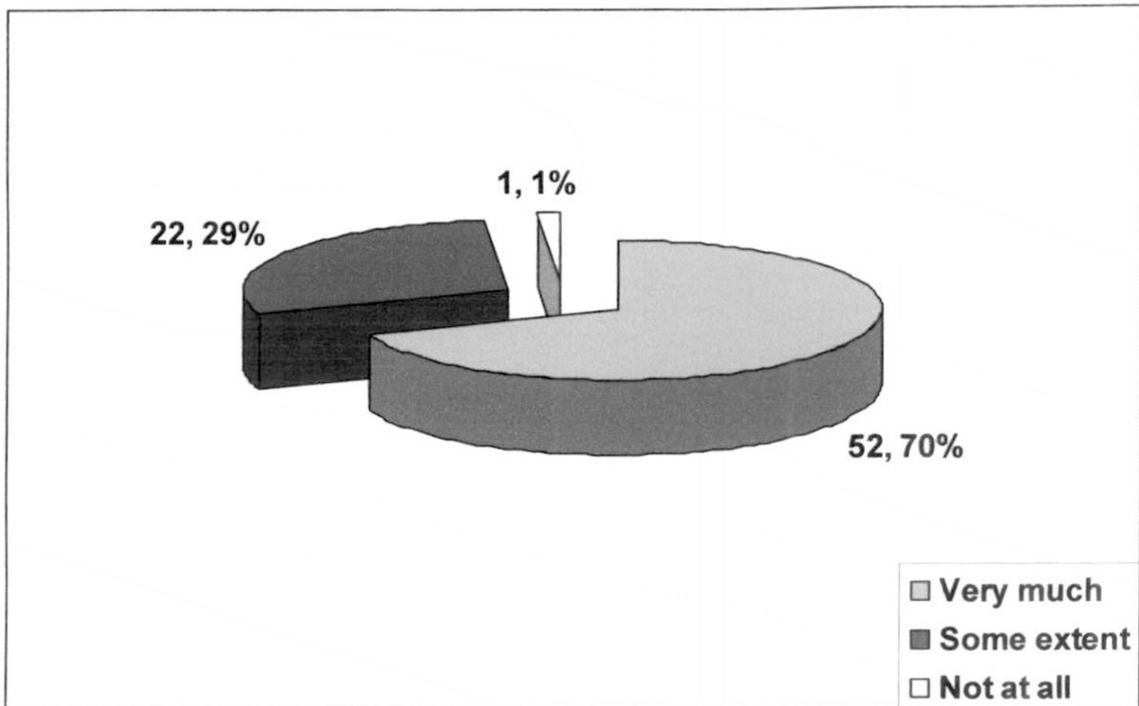


80% of the teachers expressed their view that they had interacted with resource persons up to the mark. 20% of the teachers expressed in their view only few opportunities they use to provide for them to interact.

**Table 4.19: Competency of resource persons**

Opinion	Number	Percentage
Very much	52	70
Some extent	22	29
Not at all	1	1
Total	75	100

**Graph 4.17: Competency of resource persons**

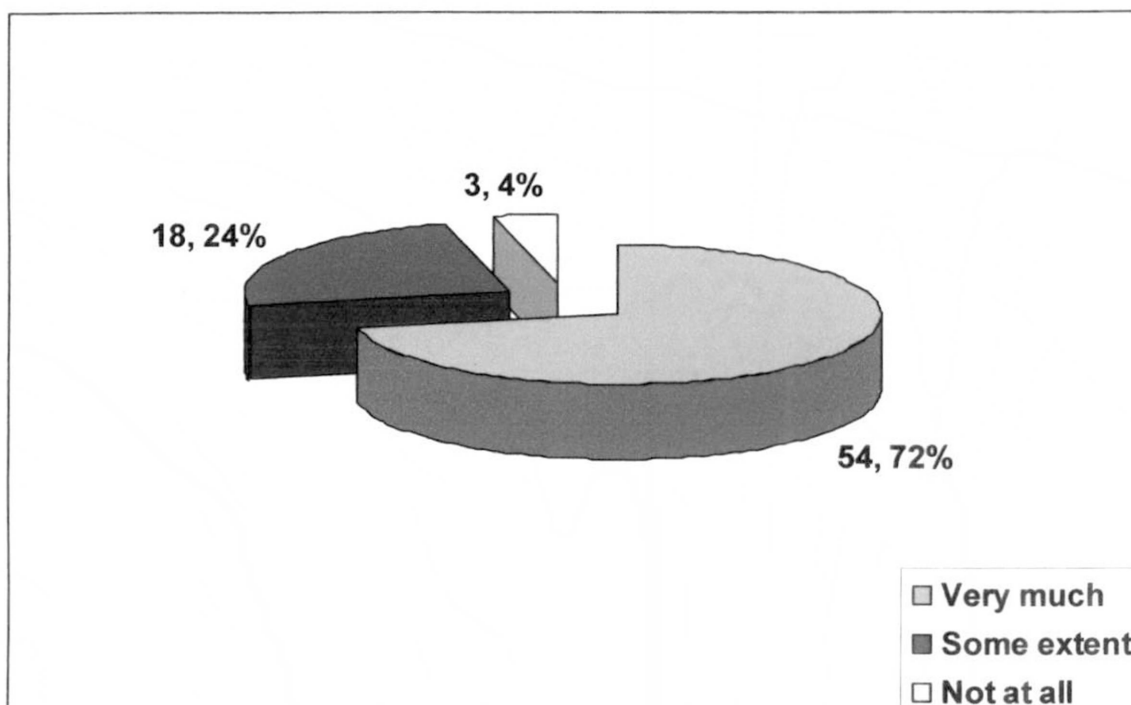


The teachers also expressed their view on resource persons. 70% of the teachers view is that resource persons were competent enough to give training but in some trainings the resource persons will of less competent and some of them have no qualification also to taught them.

**Table 4.20: Satisfactory answer given by resource persons**

Opinion	Number	Percentage
Very much	54	72
Some extent	18	24
Not at all	3	4
Total	75	100

**Graph 4.18: Satisfactory answer given by resource persons**



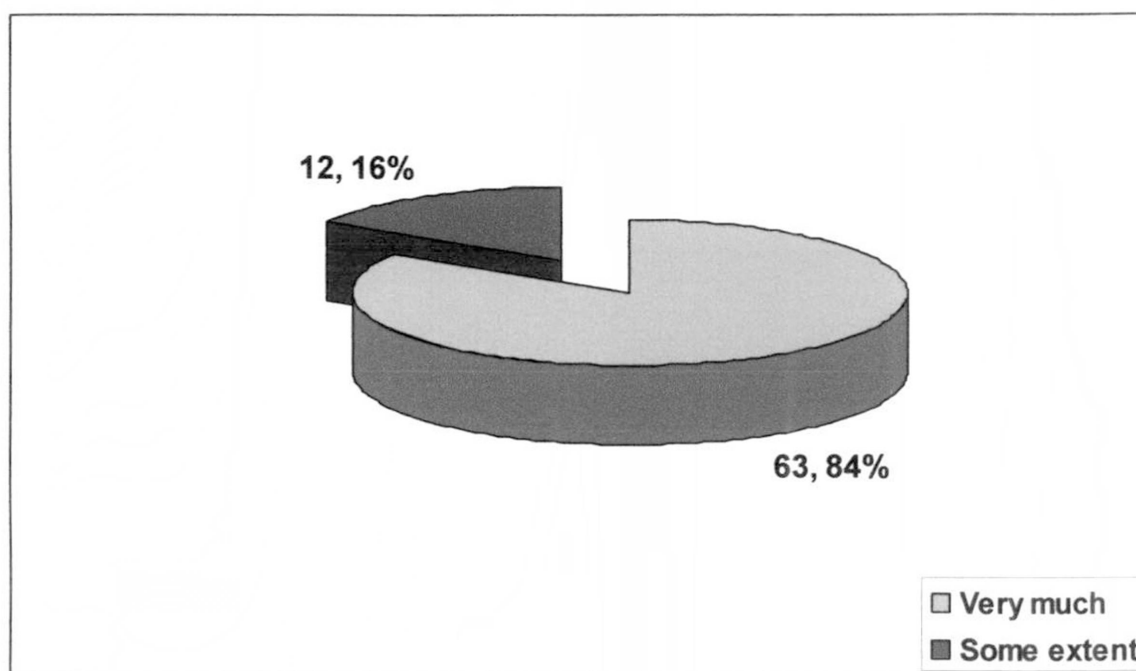
To the most of the questions raised by the teacher resource persons were use to give answers. And they use to solve the problems of teachers many times. Totally they expressed satisfactory feeling regarding interaction with resource persons.

#### 4.15 FOLLOW-UP ACTIVITIES

**Table 4.21: Follow-up training programmes**

Opinion	Number	Percentage
Yes	63	84
No	12	16
Total	75	100

**Graph 4.19: Follow-up training programmes**



Eighty-four percent (84%) of the teachers were going to agree that there will be follow-up activities. After every training session the next follow-up were taken according particular time schedule. Follow-up programmes will be such as refreshing sessions, brush up programmes, etc. The teacher view is that these programmes are helpful in keeping liveliness in the profession. But some times they couldn't conduct it leads to laxative nature in the profession.

#### **4.16 SUGGESTIONS GIVEN BY TEACHING TO IMPROVE TRAINING SESSIONS**

- Most of the teachers suggested for increase in the time period of training sessions.
- The teaching aids and instructional aids should be provided by mean time.
- The number of teachers should be minimized per session
- The sessions should be conducted in such a way that it shouldn't be disturb both holidays and school hours.
- Training should be given in an order subject wise, class wise.
- Physical facilities should be there up to optimum level.
- The resource persons should be well qualified and competent enough to give training to teachers.

All most all teaches gave good suggestions to improve training programmes. They concentrated on time period, resource person, duration, physical facilities. The analysis reveals that the teachers are very much in need of these changes.

#### **4.17 TEACHERS' PERCEPTION ABOUT INSERVICE TRAINING PROGRAMMES THAT THEY UNDERGONE DURING 2006-07**

If we analyse the views of all teachers in data, maximum number of teachers had the good opinion, views and aspiration regarding training sessions that they have undergone.

The inservice training sessions are upto the mark in perceptions of the teachers. The training programmes were helping a lot in their professional growth to become best teacher. Their teaching job becomes easier after these sessions.

They can handle the classes better after the training session. Only few things regarding physical facilities and resource persons they pointed out major defaults.

Few teachers also have the perceptions that the training programmes are going to waste the time of teaching. It's the time killing job in their sense. Also expressed the need of specially trained teachers and special in-service trainings to 1-4<sup>th</sup> standard pupils. Because of these inservice trainings the number teacher will become very less in the classes. These are the opinions that they have expressed in their free time.

#### **4.18 CONCLUSION**

In this Chapter "Teachers perception of in-service training programmes (2006-07) that they under gone by DIET Bellary" is completely analysed qualitative with quantifying data collected from DIET, Bellary and by 75 teachers. With this analysis major interpretation was also done under different leadings according to research questions. Any how the findings of the study and their educational implications along with suggestions for further research have been discussed in Chapter V.



## *Chapter V*

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# *Summary, Findings and Implications of the Study*

## **CHAPTER – V**

### **SUMMARY, FINDINGS AND IMPLICATIONS OF THE STUDY**

#### **5.1 INTRODUCTION**

District institute of educational training centers are the major intervention of national policy of education (NPE, 1986) in 1987 as one of the centrally sponsored scheme for restructure and recognised of teacher education.

In the content of teacher education the DIETs arrange two kinds of training programmes, those are preservice and inservice training programmes funding by the ministry of human resources development in made available to DIETs, through the education department of the states (SCERTs).

The branch of inservice teacher education of DIETs conducted many programmes for professional growth of teachers. The training may be conduct through discussions, seminars, workshops, talks, and summer camps. Hence in these training the teachers' perception is going to play very important role in their profession.

This chapter deals with the summary of major findings, implications of the study and suggestions for further study. The present study aimed to study teachers' perception of inservice training programmes conducted by DIET, Bellary. This was sought to be done by subjecting to empirical verification of certain research questions formed in this regard. The qualitative analysis and interpretation are discussed in

Chapter IV. In this chapter summary of the study is described including major findings and conclusions.

## **5.2 STATEMENT OF THE PROBLEM**

The present study aims at studying teachers perception regarding inservice training programmes that they have undergone in DIET Bellary (2006-2007). The statement of the problem as follows

“A Study of Teacher’s Perception of Inservice Training Programmes Conducted by DIET Bellary”

## **5.3 RATIONALE OF THE STUDY**

It is evident from the review that there is a need for more intensive programmes. This need to be taken up systematically, not only at national level, and state level but most importantly, at district level as well.

Hence “A study of teachers’ perception of inservice training programmes conducted by DIET Bellary (2006-2007) could be one of the first step towards the current level of reaching and utilization of inservice training programmes.

## **5.4 OBJECTIVES OF STUDY**

- To find out the number and types of training programmes conducted by DIET Bellary during 2006-07.
- To find out the number of teachers who have undergone training various subjects at DIET, Bellary (2006-2007)
- To analyse teachers’ perception of physical and academic facilities available for in-service training programmes under taken by DIET, Bellary.

- To analyse teachers' perception about inservice training that they have undergone under DIET, Bellary during 2006-2007.

### 5.5 RESEARCH QUESTIONS

- What are the in-service training programmes conducted by DIET, Bellary during 2006-2007 ?
- How many teachers undergone in-service training programmes in different subjects during 2006-07 ?
- What do the teachers think about physical and academic facilities available for in-service training programmes of DIET, Bellary ?
- How do teachers perceive various aspects of inservice training programmes that they have undergone by DIET, Bellary during 2006-2007 ?

### 5.6 OPERATIONAL DEFINITIONS

- **Teachers Perception:** Teachers view point of in-service training programmes from different aspects. According to Barber and Legge (1976) perception is about receiving, selecting, acquiring, transforming and organizing the information supplied through our senses.
- **Inservice training programmes:** It is the training programme conducted by DIETs to the elementary teachers, to gear up the profession and for professional growth.
- **DIET:** District institute of Educational training (The major intervention of NPE 1986); specially meant for preservice and inservice training programmes of elementary teachers and adult education programmes of the district.

## 5.7 METHOD OF INVESTIGATION

The methodology used by the investigator in the study is described under the captions 5.7.1 to 5.7.5.

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### 5.7.1 Design of the Study

The present study is survey type. Its aim is to gather data relating teachers' perception of different elementary school teachers. And the information is gathered regarding inservice training programmes (2006-2007) undertaken by the DIET Bellary in the academic year 2006-2007 as per information schedule.

### 5.7.2 Sample of the Study

376 107155 6722  
RS

The investigator visited the elementary schools of Bellary district which are distributed in eight Educational blocks. In those blocks the investigator visited four educational blocks and selected upper primary schools randomly. From all these schools the investigator selected 75 teachers randomly for the sample. The sample consisted of all the elementary school teachers who ever were attended inservice training programmes conducted by DIET Bellary.



### 5.7.3 Description of the Tool

In this study the investigator developed the questionnaire on his own under the guidance of guide.

The self prepared questionnaire is having mainly two parts that is part A and part B. The part A is going to gather information of their personal data. And subjects-class they taught, qualification, teaching experience and seeking information of training programmes that they have attended during 2006-2007.

The Part B consist of 20 items. In 20 items 18 items are having three responses, numbered from 1 to 3 (1-very much, 2-to some extent and 3-not at all), And for each item teacher's are allowed to write their comments regarding that item. 19<sup>th</sup> question is of Yes / No type and this also allowed to their comments. The 20<sup>th</sup> item meant for suggestion for improvements of teacher training programmes.

#### **5.7.4 Procedure of Data Collection**

The investigator personally visited the DIET, Bellary with the permission of Head of the Department of Education RIE, Mysore and met principal of DIET Bellary. Further by taking support of DIET Principal, staff and head masters of elementary schools the investigator collected the essential data from teachers as per the procedure explained in detail under the caption "Procedure of Data Collection" (3.5) in the third chapter.

#### **5.7.5 Analysis of Data**

The data thus collected was analysed by means of qualitative analysis. And quantifying techniques also used for analysis. The analysis and the interpretation of result were carried out in accordance with objectives and research questions of the study.

### **5.8 MAJOR FINDINGS OF STUDY**

The analysis of the data arrived at following findings

- Number of in-service training programmes were conducted by DIET, Bellary. There is no deficiency of training programmes in the district.
- The total number of training programmes conducted by DIET, Bellary in the academic year 2006-2007 was thirty six throughout the district.

- All BRCs and CRCs were actively participated in all in-service programmes including DIET centre Bellary.
- 59,799 teachers were trained up in the academic year 2006-2007 in different subjects.
- Rs. 40,19,720 was utilized for in-service training programmes during the academic year 2006-2007
- Maximum number of the teacher's were covered under in-service training programmes during 2006-2007, and most of the teachers had undergone two inservice training programmes in different subject areas.
- Most of the inservice training programmes were planned by considering the training needs of the teacher.
- Physical facilities provided during training session were not so satisfactory. Teachers were very much in need of systematized physical facilities.
- The content that is going to dealt in training sessions was more relevant to the teachers.
- Mode of transaction / instruction was more appropriate in the training sessions. Teachers were not happy with monologues training sessions.
- Involvement of participants, activities conducted, and competencies developed in the training sessions were of up to optimum level. Teachers were very happy with activity centred training sessions.
- Instructional aids and Audio Visual Aids (AV aids):

- Regarding instructional aids most of teachers were having satisfactory feeling. But complaint is that instruction material will not provide in some of training session in mean time.
- AV aids were not used in common training sessions. The usage of AV aids is not up to the mark
- The interaction between teachers and resource persons was optimum.
- The resource persons were competent enough to develop teachers' competencies.
- Maximum number follow up training programmes were conducted according to schedule
- Teachers in need long duration of training sessions.
- The number of teachers should be minimized per sessions
- Teachers don't want disturb both holidays as well as school hours because of inservice training sessions.

## **5.9 IMPLICATIONS OF THE STUDY**

Teacher's perception plays important role in planning new inservice training programmes and restructuring the old one.

- The elementary teachers of Bellary district have the good opinion, views and aspirations regarding inservice training sessions conducted by DIET, Bellary during 2006-2007. But still there is used to improve the inservice training sessions regarding physical facilities and academic facilities. Therefore the concerned authorities will have to take some actions regarding this.



- Even though the in-service training programmes under taken by DIET, Bellary are up to the mark, the teachers were not so satisfactory with duration, resource, persons etc. So there is a need to alter duration and resource persons.

#### **5.10 SUGGESTION FOR FURTHER RESEARCH**

Based on the research experiences of the investigator, following suggestions have been given for further researchers to be taken up by interested individuals.

1. The present study is confined to elementary teachers only. Function research can be done in other areas like secondary and higher secondary etc.
2. The present study only for 75 elementary school teachers. It is, therefore, suggested that this research may be carried out on a larger sample else where.
3. The present study in confined only to the teaching profession. So, further research can be done in some other professions also.
4. The present study is limited to Bellary district of Karnataka only. So research can be done in this area for some other places.
5. The present study is limited to perception of inservice teachers. So research can be done on pre-service teachers. So research can be done on pre-service teachers also
6. Comparative study of teachers perceptions also can be done of inservice of pre-service teacher's trainings of teacher Education.

## **5.11 CONCLUSION**

The present study conducted by the investigator has revealed many things related to teachers' perception of in-service training programmes. Those findings (Caption 5.8) have to be taken seriously by the concerned authorities to bring about changes in in-service training programmes of DIETs. Therefore the study is of greater significance to improve not only the quality of in-service training programmes but also the quality of elementary teacher education and gear up the teacher effectiveness.



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# *Appendices*



# APPENDIX – I

## QUESTIONNAIRE

You have attended the in-service training programmes of DIET Bellary as a participant. This questionnaire seeks to understand your views, opinions, experiences and aspirations about these training programmes. This is not a test and there is no right/ wrong answers. You are requested to read the questionnaire items carefully and record your responses appropriately. Your responses will be treated as confidential and will be used only for dissertation purpose.

### PART-A

1. Name of the Teachers' :
2. Sex : Male/Female
3. Age :
4. Name of the School :
5. Address :
6. Phone Number :
7. Subjects and Classes Taught :

Subject	Class

8. Educational/Professional Qualification :
9. Teaching Experience :
10. Number of In-service training programmes of DIET Bellary that you have attended during 2006-07

Title of the Programme	Subject	Date		Venue
		From	To	

## PART – B

Each item presented below has ‘three’ responses and a space to write your comments. The three responses are numbered from 1 to 3 (**1-very much, 2-to some extent and 3- not at all**). You may record your responses by putting a circle around any one of the numbers given against each time and write your comments on the space provided.

1	Training needs of the teachers were considered while planning the training programme.	1	2	3
<b>Comments:</b>				
2	Whether the training sessions were conducted as per the programme schedule .	1	2	3
<b>Comments:</b>				
3	Physical facilities at the training center (like hall, seating, lighting, ventilation , Boarding & Lodging etc) were satisfactory.	1	2	3
<b>Comments:</b>				
4	Whether the content/topics transacted in the programmes were relevant to your teaching.	1	2	3
<b>Comments:</b>				
5	The mode of transaction (presentations, activities, discussions etc) in the training programmes was effective.	1	2	3
<b>Comments:</b>				
6	The contents/topics were transacted through proper discussions.	1	2	3
<b>Comments:</b>				

7	Teachers could actively involve in the training sessions	1	2	3
<b>Comments:</b>				
8	Activities conducted in the training were useful for the teachers' classroom practices.	1	2	3
<b>Comments:</b>				
9	Whether the training programmes helped to develop your teaching competencies.	1	2	3
<b>Comments:</b>				
10	The knowledge and experiences gained from the programme are adequate to promote the learning experiences of your students.	1	2	3
<b>Comments:</b>				
11	Teachers' requirements (like clarification of doubts, additional information on the topics etc.) were taken into consideration during the training.	1	2	3
<b>Comments:</b>				
12	The instructional materials provided in the training programme are useful to your classroom teaching.	1	2	3
<b>Comments:</b>				
13	The use of instructional aids (like audio-visual aids) by the trainers was effective.	1	2	3
<b>Comments:</b>				

14	Interaction between trainers and participants was effective.	1	2	3
<b>Comments:</b>				
15	Interaction among participants was adequate and satisfactory.	1	2	3
<b>Comments:</b>				
16	Whether trainers were competent enough to enrich your knowledge and skills.	1	2	3
<b>Comments:</b>				
17	Whether the trainers could answer the questions raised by the teachers satisfactorily.	1	2	3
<b>Comments:</b>				
18	Duration of the training was adequate to develop your competencies.	1	2	3
<b>Comments:</b>				
19	Whether there were any follow up programme.	Yes/No		
<b>Comments:</b>				
20	Suggestions for Improvements of teacher training programmes :			

## APPENDIX – II

### QUESTIONS / TIPS FOR WRITING COMMENTS

1. What were your needs to be considered while planning the training programmes?
2. Give your opinion about time schedule and conduct of training sessions.
3. What physical facilities were provided? Such as boarding, lodging, seating light, ventilation. Write your opinion.
4. Which content/topic were more relevant to you and which were not relevant?
5. Which were the dominate mode of transaction/instruction in the training?
6. Write comments on how content/topics were discussed.
7. How you could involve in the training?
8. Which were the activities? And how they were useful?
9. What were your competencies developed in the programme?
10. How do the knowledge and experience help to promote learning experience to students?
11. What were the important questions raised in programme? Whether the answer given by the trainers were satisfactory to you?
12. What were the instructional materials provided to you? How they are useful in your teaching?
13. What were the audiovisual aids used in the programme?
14. Whether you have been given sufficient opportunity for interaction?
15. What were the opportunities for interaction among the participants? How you have interacted?
16. Write your comments about trainers competency.
17. Whether you were satisfied with the answers given by the trainers?
18. Is there any suggestion about the duration of the programme?
19. Give details of the follow up training programmes.
20. Give your suggestions for improvement of in-service training programmes of DIET Bellary.

PARTICULARS OF INSERVICE TRAINING PROGRAMMES CONDUCTED BY DIET BELLARY  
DURING 2006-07.

Sl. No	Title of programme	Subjects	Nature of programme	Intake	Actually Attended			Date From-To	Budget	Amount spend	Remarks
					Men	Women	Total				

APPENDIX - III

INFORMATION SCHEDULE