

# **TTS Adult Education Inservice Teacher Training**

## **Evaluation Report**

An Inservice training for Tibetan Transit School (TTS) teachers was planned and organized for adult education, democratic process and conflict management in collaboration/partnership with Danish Centre for Conflict Resolution (DCCR) under Tibetan Transit School Project at Dharmshala, Himachal Pradesh, India. The purpose of this project was that

- the TTS teachers get an in-service training which will strengthen their abilities to teach adults.
- the students' education is improved in order to enrich their resources, strengthen their self-confidence.
- and thus prepare them for future life – in exile or in Tibet.
- a group of TTS teachers get a special training that enables them to transfer their skills of adult education to new TTS teachers and other teachers of the exile community.

Keeping the above-mentioned objectives in mind, Danish Centre for Conflict Resolution (DCCR) planned training and developed the manual for it. The experts from the DCCR imparted the training to the target teachers as per the requirement of the partner of the project.

After the completion of the training the Department of Education, Central Tibetan Administration, Dharamshala requested to NCERT for evaluation of the training programme. For this purpose NCERT deputed two officers from the Department of Educational Measurement and Evaluation to visit the TTS to evaluate the impact of the training imparted by the DCCR experts. For this purpose, a tool (Appendix A & B) was developed by the visiting team which was divided into two parts namely:

- (i) closed ended questionnaire,(PART A) and
- (ii) open ended questionnaire. (PART B)

These questionnaires were given to target group of teachers (26 teachers) to know their opinion regarding the training programme conducted by DCCR. Apart from this, individual

interaction is made with the teachers and responses were recorded. The detail analysis of the data is presented in proceeding captions under different heads.

## Teachers Profile

### *Age and Sex:*

Out of the total 26 teachers including the principal of Tibetan Transist School at Dharmshala (H.P.), 25 responded on the questionnaire developed by evaluation team. NCERT, New Delhi. Age and genderwise distribution of teachers was as under:

**Table: 1 Agewise Distribution of Teachers**

S.N.	Age Range	Male	Female	Total
1.	26-30	3	7	10
2.	31-35	9	-	9
3.	35-40	3	1	4
4.	41-45	1	-	1
5.	Above 45*	1	-	1
<b>Total</b>		<b>17</b>	<b>8</b>	<b>25</b>

\*60 years

Data in table 1 reveals that the majority of the teachers (76%) were below 35 years age. Only two (8%) teachers were of above 41 years of age. In other words it may be stated that all teachers were below 40 years of age except 2 teachers. Thus, majority of the teachers were young and of productive age group. Besides, the proportion of female teachers was less as compare to their counterparts. However, out of total 10 teachers below 30 years of age the percentage of female teachers was 70%.

### **Qualifications:**

On the basis of academic qualification distribution of teachers is shown in the table 2.

**Table: 2 Distribution of Teacher on the basis of qualification**

Sex	Qualification*									Total
	02	03	04	05	06	08	09	10	12	
Male	1	1	2	1	8	2	1	1	-	17
Female	-	-	1	-	4	1	1	-	1	08
<b>Total</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>12</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>25</b>

Qualification : 01 for below Class X, 02 for Class X, 03 for +2, 04 for +2 and TTC, 05 Diploma in Training, 06 Graduation, 07 Graduate +TTC, 08 Graduate +B.Ed, 09 Postgraduate, 10 Postgraduate +TTC, 11 Postgraduate +B.Ed, 12 Electronic Diploma.

Data provided in table 2 shows that out of 25 teachers 18 teachers were having graduation degree or above. None of the teacher was less than high school i.e. class X. One teacher was having Diploma in Tailoring and one in electrical. In terms of percentage, the percentage of female teacher having qualification graduation and above was higher than their counterparts i.e. male teachers.

### **Teachers Opinion on Training Programme**

For knowing the teachers' opinion on training provided by experts to strengthen their competencies in various aspects of teacher training a questionnaire (Part A) was administered on the target group of teachers. This questionnaire contains 25 statements. These statements are divided into two parts i.e. Sl.No. 1 to 11 and 12 to 25. On Sl.No. 1 to 11 teachers were asked to put tick (✓) marks under Yes/No/Can't say box made against each statement. But in case of Sl. No. 12 to 25 they were asked to mark their responses in terms of Mostly/sometimes/rarely against each statement. The analysis of marked responses (Annexure I) on the questionnaire is presented as under:

#### **Part A (Closed Ended Questionnaire)**

##### ***From Item 1 to 7:***

Out of total 25 teachers approximately 80% teachers responded positively. These items were related to the various aspects of the training such as:

- training provides was delightful experience
- training was useful in daily life activities
- skills acquired during the training can be used in classroom teaching
- training has enriched the participation
- Many new ideas, concepts and experiences were provided/showed during the training
- Experts' presentation, explanation or instructions were of level of participants

- The content presented and activities organized were closely related to the aims of the training.

***From Item No. 8:***

This item elicited responses regarding experts presentations. Less than 50% participants responded and out of that only 4 participants stated that the presentations were fairly short. Remaining participants were in opinion that these were quite sufficient.

Regarding the **preciseness** of the presentations, about 50% participants accepted presentations as precise. About 30% teachers (9) did not responded on this item.

Further more than 70% teachers expressed their views that presentations were lively and with down to earth examples.

***Item No. 9:***

It was related to Methods of teaching used by experts. Out of 25 teachers (approximately 78%) accepted that Methods of teaching used by the trainers **motivated** the trainees in both the ways in stimulating mind and involving feeling of participants.

Regarding the emphasis on theory/experiences in presentation (Item 10). Teachers were in opinion that experts have more emphasis on **presenting experiences before the theory**. Only 4 teachers were of the opinion that more emphasis was on presenting theory before experiences.

***Item No. 11:***

This question was related to skills development. On this item more than 80% teachers accepted that **skills** developed during training are effective for conducting adult education programme.

***Item No. (12 – 26):***

**Item No. 12 : Teaching Methods**

Majority of teachers stated that during the training experts mostly used activity based, lecture cum activity based, dialogue method, café method and group work method. Besides,

sometimes project method was also used. But lecture methods was used rarely by the experts.

**Item No. 13: Checked Homework**

Out of 25 teachers 10 teachers stated that the homework was **Mostly checked** by the trainers in case it was given to participants.

**Item No. 14 : Behaviour of the Experts**

Teachers were in opinion that Behaviour of the experts was **most friendly**, humorous, democratic and inspiring during the training period. Only few teachers stated that their behaviour was mostly strict, authoritarian and formal.

**Item No. 15: Teaching Style**

Majority of the teachers were in opinion that teaching style of experts was suitable for each participants.

**Item No. 16: Learning Environment**

Majority of the teachers stated that mostly experts

- dealt with the participants with respect
- teaching the subject and developing skills that can enrich participants' future life.
- attempted to create an environment which helped in maintaining good relations with peer group.
- attempted to create conducive learning environment for participants.

However, about 40% teachers were of the opinion that **sometimes** experts motivated to participants to express their life experiences during teaching-learning process.

**Item No. 17,18,19 and 20:**

Regarding these items majority of participants stated that Mostly experts

- provided a chance to the participants in the decisions about the content and methods of the lesson.
- Inspired to explore the unknown and evoke their interest.

- Provided opportunities to enhance the learning of the participants
- Took care of pace and capabilities of participants.

**Item No. 21,22 and 23: Capacity Building of Participants**

Majority of teachers expressed their views that sometimes they can

- resolve students conflicts in an amenable manner.
- transfer whatever they have learnt during training programme to their colleagues in effective manner.
- teach their students with more sophisticated way.

**Item No. 24: Counselling of Students**

Majority of teachers were in opinion that after this training they can counsel their students in a better way then earlier.

**Item No. 25 ‘Boredom’.**

Approximately 50% teachers stated that they ‘**Rarely**’ felt ‘**boredom**’ during the training.

**Item No. 26 ‘Evaluation of Own Teaching’.**

Because the questionnaire was filled by the teachers after the completion of training and at this time they were teaching in actual classrooms, therefore, this question is based on training effect. In response to this question, 10 teacher stated that mostly they have started evaluating their teaching. Besides 15 teachers stated that they evaluate their teaching **sometimes**’.

**Part B : Open Ended Questionnaires**

Besides the quantitative information by the way of putting tick (√) marks on the options against the statements/questions, participants were also distributed a questionnaire (Part B) containing 14 open ended questions where they were having freedom to express their views/opinions freely. Item wise analysis of these items is presented as under:

*Q.1. Have you benefited by Adult Education Training Programme? If yes, then in what way:*

Majority of teachers stated 'Yes'. They have got benefited by the training provided to them by DCCR experts. They stated that training has improved their teaching style and methods, developed confidence, motivated to work in group and developed social and psychological skills to deal with the problems of adults and their education.

*Q.2. What are the needs of the young adults as per their perception?*

The responses of teachers on this item were in a wider range. These were as democratic idea, speaking fluency in English language, livelihood and citizenship, education for better future, proper guidance and inspiration, freedom, self esteem and general awareness.

*Q.3. What are the new ideas and methods introduced to you during this training programme? Also specify your view point about that.*

Teachers listed names of various methods such as co-operative structures, democratic teaching style, working in a group, didactic, learner-centred, problem solving and café method. Moreover, they were of the opinion that these methods are very useful in dealing various aspects of adult learners related to their teaching and learning and personality because these methods provide more freedom and opportunities to the learner to interact and grow.

*Q.4. What experiences would you like to convey/share to your colleagues regarding this training programme?*

Majority of teachers stated that this training programme in reality brought a change in them, developed confidence and motivated them to work hard. They would like to share their knowledge about the teaching methods they gained during the training. Specifically cooperative learning and how to deal with students problems in the classroom.

*Q.5. What do you see as the success of this training programme and why?*

Majority of teachers have the opinion that their teaching styles have changed a lot and they have gained lot of confidence. Besides, they have learnt about different methods of teaching and their use as per nature of the content of a particular subject.

*Q. 6. What did you learn from this training programme?*

Teachers were in opinion that they have learnt a lot during the training and specifically that everybody can do something but nobody can do everything. They understood the importance and power of women and psychological aspect of learning, and how to develop skills in students. Besides, various methods of teaching, they gained the knowledge about how and when to use these methods.

*Q.7. What are the skills/abilities strengthened during this Training Programme?*

Teachers were in opinion that they have developed abilities in using of various methods of teaching and helping the students in their learning besides, evaluation of their teaching. Apart from this, also learnt the skill of evaluating one's own teaching.

*Q.8. Do you accept that during the training programme certain skills for democratic development enhanced. If yes, then specify?*

The response of almost all participants was 'Yes'. They stated that now they can understand the need of democratic environment in the classroom. Now, they would provide more opportunities to students for putting their views and ideas in front of the others in the class. They will give more chance for doing activities in democratic set-up.

*Q.9. Do you think that present training will help you to enhance students learning? If yes, then how?*

Teachers were in opinion that the training helped them to understand students in a better way. Now, they can understand students needs, social and psychological aspects of learning and conflicts revolving techniques.



*Q.10. Do you feel that some more components should be added in training programme? If yes, then what are those?*

Majority of teachers not responded on this question. Only few responded that were sociological and psychological aspect of teaching should be included.

*Q.11. Do you feel that the duration of training programme should be reduced/enhanced? If yes, why?*

Likewise previous question majority of participants not responded. Only 5 participants stated that the duration should be reduced. They gave the reason that it will increase more active participation of participants. But majority of participants were satisfied with the duration of training programme.

*Q.12. Indicate activities which were done during the programme might help to engage and activate students while you teach?*

Teachers indicate various teaching methods but majority of them indicated cooperative learning, democratic method, cafe method and group dialogue.

*Q.13. Suggest the methods/activities which may be useful in improving the following in students*

- (a) Use of words effectively
- (b) Use of numbers effectively
- (c) Ability to perceive the visual-spatial world accurately
- (d) Capacity to perceive, discriminate, transform and express musical forms.
- (e) Ability in using one's whole body to express ideas and feeling.
- (f) Ability to perceive and make distinctions in moods, intentions, motivations and feelings of the people.
- (g) Self knowledge and ability to act adaptively on the basis of that knowledge.

*The responses of majority of teachers on various part of this item were as under:*

- (a) Linguistic – interviewing, debate, discussion, read and write stories and spelling games
- (b) Logical – mathematics : mathematical games, practical-experiment, drilling and logical mathematics.
- (c) Draw diagram/maps, watch films and videos, use of pictures, flow charts and cards.
- (d) Learn through songs, pictures, music-vocal and instrumental and dance
- (e) Act out of the learning, use of models, machines, clapping, jumping, body language, mimeography, body kinetics and cultural activities.
- (f) Work in team, learning cooperatively, more interaction, sharing of goods with peers and interpersonal relations.
- (g) Independent study, writing diary, writing of own experiences and sharing of knowledge.

*Q.14. As a teacher would you use cooperative learning structure? If yes, then what will be your role? If yes, then what will be your role. If no, give reason.*

All responded by stating ‘yes’. They will use cooperative learning structure method. They have stated that they will play a role in a democratic leader style/role model/supportive to students/observer only.

## **Summary**

The analysis of the questionnaire (Part A and Part B) clearly indicates that the training provided by the – Danish Centre for Conflict Resolution (DCCR) experts was meaningful for Tibetan’s Transit school teachers. Trainees not only responded the questions in a routine style but could also explain how it was beneficial for them. Besides, they were successfully using the learned approaches of conflict resolution and adults teaching. It reflect that the in-service training has strengthen their abilities to teach adults. Almost majority of the teachers could comprehended and assimilated different components of adult teaching. This shows that training programme was taken well by the planners besides theoretical as well as practical

components have been touched effectively. They could learned how to improve students' learning and build self-confidence among them so as to prepare them for future life-in exile or in Tibet.

Further, the impact of this training programme may be traced out in term of transfer of learned skills of adult education to new TTS teachers and other teachers of the exile community. After getting this training, they were finding themselves quite confident in transferring of learned skills. Individual interaction with the TTS teachers as well as observation of their classroom teaching confirms the strength of the training programme. Moreover, the span of training was adequate as perceived by majority of the TTS teachers and the training helped them a lot in understanding their role in adult teaching and conflict resolution. Thus, the training programme was adequate in achieving its objectives, generating motivation and could develop positive attitude among the TTS teachers towards adult education. In other words, training was ample in scope, effective and as per the need of the TTS teachers which could generate enough energy and motivation among them. In our opinion, this training programme could successfully achieved its stipulated aims. Hence, it was an appropriate and very effective programme. In the last we suggest that such type of training programme may be extended to other organizations with little bit modifications as per the specific requirement of the groups.

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