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TITLE OF STUDY: AN EVALUATIVE STUDY OF INSERVICE PROGRAMME ON ICT FOR PRIMARY TEACHERS RUN BY MCD SCIENCE CENTERS

ABSTRACT: For the purpose of quality education in primary schools Municipal Corporation of Delhi had initiated 'Sharda' Project for Computer Aided Learning Program (CALP). Besides, in order to empower primary teachers of MCD Schools with ICT skills, MCD initiated 'Shiksha' project collaboration with the Microsoft Corporation (India) Ltd under its a program named 'Partners in Learning' , a twelve days In-Service Training Program on ICT at its six Science centers under the ICTs trainers of Microsoft Corporation (India) Ltd (CALP-MCD, 2006). Investigator studied the extent of training in ICT , the availability of ICTs to the teachers in MCD School. Evaluation of the training in ICT in terms of attainment of competencies, the attitude of ICT trained teachers towards ICT, conducted a need assessment in further ICT training for the teachers and prepared guidelines for the future ICT in-service training for school teachers.

The study was biphasic; a purposive sample of 400 teachers from 12,600 trained teachers was chosen for the comprehensive survey study in the first phase. For in-depth study the investigator selected the randomly sample of the total twenty male / female teachers from the total sample of the first phase and ten MCD Schools from Central Zone schools were chosen for in-depth study. The tools developed and administered in first phase were questionnaire, checklist, interview schedule, competency test and an attitude scale (Likert-type) in one to one situation individually. In second phase, investigator observed on the spot the condition, function, capacity of the all available ICTs, and involvement of teachers with available ICTs and interviewed. The obtained data were analysed through the statistical techniques and qualitatively.

On the basis of analysis and findings the investigator reached the following:

- It was a first initiative of in-service training on ICT in MCD run schools but it was quite unsuccessful because even after training in ICT, the teachers were not using ICTs in their schools.
- Although five topics e.g. components and peripheral devices of computer, Ms-Word, Ms-Excel, Ms-PowerPoint, and browsing/surfing Internet were covered for the fundamental operations of the computer during in-service computer training but it was inadequate and trainees were not satisfied due to lack of practice.

- Duration of the training was too short (12 Days); and the trainings hours every day eight hours were too long and unsuitable.
- The transactional methodology lecture cum demonstration was used in the computer training program by the resource persons. While it might be project based also that would help in boosting their confidence.
- In-service teachers were not satisfied with the resource person in terms of level of interaction between them that was poor. This factor of the computer training, made it very little useful for trainees and was one of the causes of their dissatisfaction. Therefore in-service training was perceived as ineffective.
- Facilities available in the schools were not sufficient to support teaching learning using ICT.
- The ratio of the students per computer in the schools (approximately 4 to 5 computers for the whole school) was extremely high. Also that computers provided at the CAL centre in every school were not as advanced as those used by teachers in their training.
- Monitoring and evaluation of the both MCD projects -Sharda and Shiksha was not done effectively.
- Availability of the ICTs to the teachers at school was somewhat better than availability at home because availability of educational softwares were good only at school.
- There was enough availability of ICTs in the schools observed, but ICTs were not being used in teaching-learning by teachers and students did not have access to these ICTs. Overall, use of ICTs in their capacity was very poor in the schools observed.
- In-service teachers attained very little competencies of the fundamental operations. Mostly teachers could not perform at the acceptable proficiency level.
- In-service teachers had favourable positive attitude towards ICTs however it was not perfectly positive.

In the 21st century, students of MCD (trifurcated civic agencies) run schools are craving for learning which should be given by talented teachers who would give them rich and varied learning experiences, would be able to understand the fast changing requirement and updating themselves in the use of ICT in their teaching-learning. Even if the results were not exciting and in-service teachers would not be able to use ICT successfully in their teaching due to lack of competencies of ICT, still it is a challenge to stakeholders to train them on ICT appropriately. But the real challenge before the MCD is still how to train these teachers.

Key Words: Information Communication Technologies, In-service Training, Availability of ICTs, ICT Competencies, In-service teachers' Attitude towards ICTs, Primary Teachers' further needs of ICT training, Guidelines for INSET programme on ICT.