

A Study of Role of Teacher Development Co-ordinator in Enhancing the Efficiency of Teachers with special reference to On-line Teaching

Meenakshi

Research Scholar, Deptt. of T.T. & NFE (IASE), Jamia Millia Islamia, New Delhi

Prof. Kartar Singh

Professor, Deptt. of TT & NFE (IASE), Jamia Millia Islamia, New Delhi

ABSTRACT

The Delhi government had come up with the initiative by introducing the Mentor Teacher Program (MTP) To support teachers from Delhi Government. It is designed for improvement and quality assurance in Professional development of teachers of DoE schools. The whole process follows the cascading model. Mentors worked from outside the school so a need arise that a person from school must take charge to look after the academics, professional development and students learning etc. For this Teacher Development Coordinator Program was launched in 2017 in Directorate of Education, Delhi. To study this program researchers, select North West District randomly and the data was collected from 165 teachers and 26 TDCs through questionnaire. The researchers found that the TDC programme is good, effective and helpful in developing various skills, motivating and connecting with other stakeholders etc. Teachers liked the program. The role of TDC is to observe classes and provide training workshops. Teachers mentioned that TDC shared best practices of classroom experiences with them to motivate and guide them for the same. All the teachers accepted that they were benefited by the suggestions given by TDC to enhance the efficacy of their online teaching and the feedback from TDC enabled them to develop curiosity among students to attend online classes, engage students in active learning and assess students effectively in online classes. Teachers reported that they shifted from traditional chalk and talk method to different online teaching styles. Conclusion was that the TDCP is an effective program and TDC plays variety of duties and successful in providing support to teachers whether it is online or offline.

Background & Rationale Of The Study:

The Teacher Development coordinator program is an initiative introduced by SCERT as the extension of the flagship Mentor Teacher Program with the vision of creating a collaborative network of teacher teaching in all DOE Schools. This program primarily focuses on professional development through multiple platforms and envisages a Co-Learning environment where everyone will get the opportunity to experience the journey of professional growth. “This is an innovative practice we have started to strengthen our system and enhance the interest of children in particular subject.” (Atishi Marlana, Advisor to Education Minister).

The TDC program has successfully reached out to all 13 districts in the state of Delhi, covering 1029 schools. The District Institute of Education and Training (DIET) is the academic lead of the TDC program – this institute has supported the program in almost every aspect. Nine DIETS’ with 24 facilitators including DIET Principals, DIET lecturers, and BRPs across Delhi play a central role in the facilitation and operation of the program.

Alongside DIET staff – 200 Mentor Teachers (MTs) also provide regular school level support to the TDCs, along with nine Program Managers from STIR with one in each DIET thus supporting the

TDC program in districts as well. As per the requirements of the program – various avenues and platforms of engagement were created which aimed at the professional development of the teachers.

The Teacher Development Coordinator Program is a dedicated role, which is developed to help achieve a significant strategic goal of the school of supporting teachers in creating schools as learning institutes. Teacher Development Coordinator will contribute to the development and management of a consistent and cohesive academic Development in school where everyone can learn. The Teacher Development Coordinator directly works with all the in-school teachers under the guidance of the principal to achieve the vision of program “**A System where everyone can learn**”.

In 2020, corona spread all over the world and greatly affected the social, economic as well as the educational system. According to a report released by unesco, corona affected the education of about 32 crore learners in india. In this situation there was a problem in front of the teachers to keep the students connected with education to ensure smooth functioning of education system. In this adverse situation, online education emerged as the only option with which education can be possible. Teacher development coordinator is believed to be actively participating in online teaching and helping the teachers to come out of this adverse situation.

In The Present Study An Attempt Will Be Made To Study The Role Of Teacher Development Coordinator In Enhancing The Efficiency Of Teachers With Special Reference To Online Teaching.

Research Questions

- What is teacher development coordinator program?
- How the government school teachers are benefitted from tdc?
- What are the achievements of tdc in enhancing the efficiency of teachers in online teaching?

Objectives:

- To study the teacher development coordinator program.
- To study the teacher’s perception about tdc program.
- To Study The Role Of Teacher Development Coordinator On Online Teaching During Covid-19.
- To assess how the teachers are being benefitted from teacher development coordinator in schools.
- To study the effect of online teaching on teachers.

Methodology:

The Study Is Descriptive In Nature And The Purpose Of The Study Is To Explore The Teacher Development Coordinator Program.

Sample :

Five Schools Will Be Selected From Each Zone I.e., Zone 9, 10, 11, 12 & 13 Of North West District Of Doe, Delhi Using Simple Random Sampling.

Tools: Questionnaire (For TDCs and Teachers) used for collecting the data.

Delimitations:

The study is delimited to North West District.

Analysis:

The data collected from 163 teachers and 26 TDCs and the result was discussed in the following themes-

- Perception about TDC program
- Role of TDC
- Class observations and Training sessions
- Benefits for Teachers from TDC
- Effect of TDCP on Online Teaching.

Perception about TDC Program and online teaching-learning mode

● Perception of teachers

The results clearly show that all the teachers liked the TDC program. Majority of the teachers found the TDC program is good, effective and helpful in developing various skills, motivating and connecting with other stakeholders etc. Only 2 out of 163 teachers mentioned that the program is not clear or not satisfactory to them.

● Perception of TDCs

Most of the Teacher Development Coordinators (TDCs) agreed with the teachers by emphasizing that the TDC program was good and developed a culture of professional growth and established healthy coordination between the teachers, principals and stakeholders. Majority of the TDC expressed their views that this program provides many opportunities and platforms where one can utilize their skills and strategies effectively for the betterment of teaching learning process. If any TDC faces any challenges so he/she can overcome this by adopting LIC.

When they were asked regarding the criteria of their selection as TDC, majority of them responded that it was selected by the HOS with some set of criteria as per the guidelines of Directorate of Education while other TDC agreed that Positive thinking, good behavior, motivational Guidance,

readiness, Positive thinking and overall performance played vital role in the selection criteria of TDC. Very few TDC Expressed that leadership qualities having positive approach, broad mindedness, able to adapt, progressive attitude and keen observer as well as learner while remaining TDC emphasized that teaching experience was one of the important selection criteria of TDC.

Role of Teacher Development Coordinators:

Teacher Development Coordinators (TDCs) were supposed to provide developmental, focused feedback to teachers based on classroom observation, sharing best teaching practices, plan activities for improved teaching learning practices and design academic enrichment sessions. *This is an innovative practice we have started to strengthen our system and enhance the interest of children in particular subject.* (Atishi Marlena, Advisor to Education Minister)

Table-1

	Theme	(No of Teachers Saying) Yes	No of teachers saying NO
1.	Satisfied with the behavior of TDC	163 (100%)	0
2.	Received Continuous Feedback from TDC	160	3
3.	TDC helped you to overcome challenges	157	6
4.	TDC shared best practices with you	163	0

According to Teachers

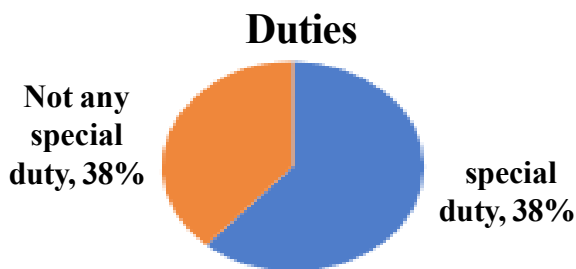
Table-1 shows that all (100%) the teachers reported that they were satisfied with the behaviour of the TDC and almost all (160/163) the teachers received continuous feedback from TDC as well as almost all (157/163) teachers got help and support from their TDC to overcome the challenges. All the teachers also mentioned that TDC shared best practices of classroom experiences with them to motivate and guide them for the same. It is clear from the above data that TDCs played a significant role in the TDC program by providing the best possible support to teachers.

According to TDCs

When they were asked about their role and duties assigned under TDC program, majority of them

agreed that Observation of classes, Guiding Teaching learning process, maintaining academic and psychological records of the students and also maintaining discipline and creating conducive environment in the school. Some of the TDC emphasized that these responsibilities played a pivotal role in establishing healthy relationships between teachers, students and principals to enhance their teaching learning activities effectively. These responsibilities were very helpful for coordination, and cooperation between teachers and principals to promote educational strategies with the students and also provided scope for innovative ideas and new teaching techniques used in the classroom.

When they were asked about assigned any special duties during Covid-19 pandemic as a TDC, 62% reported that they were performed different duties such as nodal officers in containment zone, ration distribution duties, vaccination duties and also to maintain all records related to online teaching as well as providing technical assistance and support to the teachers, while remaining 38% TDC reported that they did not assign any special duties during Covid-19 pandemic.



When they were asked about did you feel any change in working pattern of TDC during covid-19 pandemic, more than three fourths of the TDC agreed that their working pattern is changed due to pandemic where their teaching learning styles and meeting's mode is shifted from offline to online and they tried to improvised their teaching and learning process and also adopted Blended approach that enhanced their digital literacy while remaining less than one fourths of the TDC reported that they did not feel any change in working pattern of TDC during covid-19 pandemic.

Class observations and Training sessions

Further the responses of the teachers regarding the observations of their classes and the training received from TDC were tabulated and analyzed.

Table-2

Theme	Zero	1-5	5-10	More than 10
Number of Classes observed by TDC	1	104	5	53
Number of Training Sessions/Workshops conducted by TDC covid	0	80	57	26

Number of Classes observed by TDC



No. of Training Session conducted by TDC

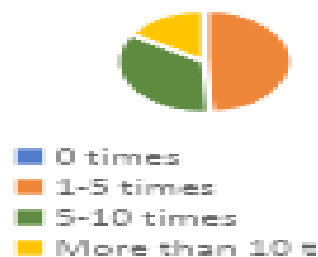


Table 2, shows that the nearly majority (64%) of the teachers' classes could not be observed more than 5 times by the TDC while there were some (32%) teachers who could get observed more than 10 classes also. Most of the TDCs agreed that they observed more than 2 classes of the teachers in a day during the pandemic. Many of them mentioned that they joined the online classes conducted through Zoom and Google meet and gave the teachers appropriate feedback.

When they were asked about the training provided by their TDC, half (50%) of them accepted that at least 4 to 5 trainings/workshops were conducted by TDC while others got more training to enhance their competencies in order to perform their role as a part of TDC program. Again, the data reflects that TDC has performed their role very well in terms of providing training to Teachers and also given inputs to teachers on the basis of the observations made by them.

Benefits for Teachers from TDC

View of Teachers

All the teachers found their TDCs helpful in different ways such as-

100% Acquainting with kahoot, mentimeter and many new strategies and methods to connect with students

- Motivated and encouraged students, teachers and parent for online classes
- Helped with some technical issues and other problems also
- Suggested activities which were helpful
- Conducted/organized training for online classes
- Help to tackle the problems related to short attendance of students
- Guidance to conduct Blended teaching, collaboration and engagement, child centred learning, engagement skills, barrier of collaboration etc.

View of TDCs

The Teacher Development Coordinators (TDCs) also reported that they helped the teachers by-

- Providing technical support like making use of hyperlink google form
- Explaining about new tools and technology
- Building connectivity with students
- Suggesting online platforms
- Provided timely feedback
- Encouraged more and more students to attend online classes by persuading their friends to also join them etc.

TDCs also helped teachers by suggesting some innovative methods for proper connect with students, making class interactive by playing games while covering the topic, giving every student to share his or her learning experience,

Benefits of TDC Program in Online learning

The teachers were asked about the benefits they got from the TDC program in general and particularly the benefits got from Teacher development Coordinators in conducting online classes. The responses were tabulated as below-

The result shows that all the teachers accepted that they were benefited by the suggestions given by TDC to enhance the efficacy of their online teaching. All the teachers also reported that the feedback from TDC enabled them to develop curiosity among students to attend online classes, engage students in active learning and assess students effectively in online classes.

When teachers were asked about their comfort level in online mode of teaching-learning, almost all the teachers (91.5%) reported that they were comfortable with online classes. Only 14 (8.5%) teachers were found uncomfortable in online classes. Most (22 out of 26) of TDCs also agreed that most of the teachers were comfortable in online classes and TDCs found favorable behavior of the teachers in online classes.

Further, teachers were asked "Do you feel any change in your teaching style during online classes?". Almost all (158 out of 163) teachers accepted that their teaching styles were changed during online classes.

Teachers reported that they shifted from traditional chalk and talk method to different online teaching styles such as-

- Flip classroom, Lecture cum demonstration, Discussions, collaborative activities, Presentation, videos, screen sharing, Assessment, Quiz, debate, Experiment with graphical presentation, Google tools, Use of visual study material, Mind mapping tools, Youtube, Whatsapp, Use of Virtual white board, Interactive Resources, Use of chat box, padlet, Jamboard, chatbox, Sharing videos and ppts, e- books, DOE worksheets etc.

Findings:

Findings shows that the role of TDC is to observe classes and provide training workshops. They have to guide the teachers and maintain the record and create healthy relationship with all. Provides scope of innovation and techniques and collaboration. Teachers are satisfied with the behavior of TDCs, Teachers get continuous feedback from them and get help to overcome the challenges. TDCs also shared best practices with them. TDCs played a significant role in the TDC program by providing the best possible support to teachers.

The effect of TDCP on online teaching is that teachers were motivated for online teaching and they provide emotional strength to the students and their colleagues. They get confidence in taking online classes and learn many technical things. They provide new teaching techniques and get to know about various online teaching methods and able to resolve technical issues and also able to develop curiosity among the students.

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