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A Practical Assessment on Training for Pre-primary Class Teachers in Nepal

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Abstract:

The objectives of this article were to find out the training needs of the pre-primary school teachers, to share the some skills of teaching methods according to the need assessment and to able the teachers with human some skills according to the needs of the participants.

Besides more or less strengths, there are essentially recommendations to improve the ECD centers better as first of all the government have to divide every ECD centers in to four steps like play group of different age groups. It can be concluded that after the training feedback form analyzed this training was fruitful for the participants as well me that I had got many experiences from the participants.

There are also so many constraints to launch the ECD programme is to be improved by the concerning authorities. ECD classes are the foundation of the upcoming school education process. If we can improve the ECD centers, further education system must be affected as the construction of the good building is depend on its foundation of the house.

Keywords: *Training, early childhood, human development psychology, instructional methods, teacher skills, instructional planning, construction of materials*

1. Training Course Design

This article has been prepared by using secondary information and practical work has been done under the format of total two days and six sessions were conducted

Content Outline: Following contents has been included during the training period. Human development psychology, Teaching methods and strategies, Construction of teaching learning materials, Teacher skills of before starting the class, during the class and after the class and Instructional planning

Participants of the Training: Eleven pre-primary class teachers of schools situated in the Kirtipur municipality has been participated in the training period. They were selected purposively when the student teacher visited during the need assessment period.

Trainers of the Training: the trainer has been shared his knowledge over the content of human development psychology, teaching methods and strategies, teacher skills of before starting the class, during the class and after the class and instructional planning. A trainer of pre-primary teacher will share her skill over the content of construction of teaching learning materials for pre-primary classes. And Shilu Maharjan has been shared her skill to construct the instructional materials and reported other contents of the training.

2. Meaning of Training

Training is "those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life". Thus it equips people not only with vocational skills, but with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in work and life. Examples of the benefits include self-awareness and self-esteem, and strengthened interpersonal, citizenship, communication and entrepreneurial skills. (area of action/education/technical-vocational-education and training, 2017)

Training is needed to have the knowledge and right skills to be able to do their work effectively and competently, to find out the gap between the desired performance, and the current performance and the reason for gap is lack of skills or knowledge and to able to resolve part of the problem. Thus we need to analyze the problems and find out whether training will be able to resolve it and it is needed to define the objectives of the training and how it will help the participants become more effective. (Wicaksana, 2017)

3. Steps of Training Programme

Any work be complete and effective, training programme also more effective when we conduct with process. There are different processes to conduct training but at least following steps are essential to conduct effective training.

Assess Training Needs: The first step in developing a training program is to identify and assess needs. Need assessment is important if there are not any objectives of the training.

Set Organizational Training Objectives: Secondly, after finding out the needs then training gaps will be find then we have to set training objectives which will help to bridge gap between current and desired performance through training process.

Create Training Action Plan: The another step is to make action plan for the training including learning theories, instructional design, resources and delivery methods, training participants etc.

Implement Training Initiatives: next step of the training is to implement the training plan. During the implementation period participant's progress must be focused. Resources for the training must be related to the training and support to enhance the expected outcomes. Monitoring is must be considered during the training period.

Evaluate & Revise Training: This step of training determines effectiveness of total programme. It is possible after the evaluation only. If we monitor the programme continuously that will help to enhance effective performance of the training. Evaluation gives feedback to revise or idea for next training. (Five steps of training, 2013)

4. Importance of Training for Teacher Professional Development

In the context of teacher in pre-primary class teachers in Nepal, as it is the base of entire teaching learning process of above grades is very important. When we make more skillful and competent to our pre-primary teachers, it affects total educational process. More efficient teachers of pre-primary classes could prepare the children for grade one students. Here are some important points to explore the importance of training for pre-primary teachers.

Addressing weaknesses: Most of the employees have some weakness in their workplace skill. A training program allows you to strengthen those skills that each employee needs to improve.

Improved employee performance: Training programmes support the trainees to improve their performance in their daily teaching learning activities and outcome. The training may also build the employee's confidence because they have a stronger understanding of their institutions and the responsibilities of their profession. This confidence may push them to perform even better and think of new ideas that help her excel.

Consistency: A well planned training programme ensures that professionals have a consistent experience and background knowledge so training fosters their working performance. Putting all professionals through regular training in the gap area and new surrounding of the institution ensures that all staff members at least have exposure to the information.

Employee Satisfaction: Most important achievements of the training create a supportive workplace. Participants who feel appreciated and challenged through training opportunities may feel more satisfaction toward their jobs.(Frost, 2017)

5. Development of Training System in Nepal

During the ancient and medieval period there was Gurukul teaching system in Nepal. Gurus were responsible to teach their learners and they had followed teaching activities which they acquired while they were studying. With unification of Nepal, military training was established but the situation of teacher training was same in the ancient and medieval period.

After the dawn of democracy, first of all, basic teacher teaching center was established to give teaching training 2004 B.S. in Tahachal but Education Committee of 2010 B.S. proposed post basic training for SLC graduates (Sharma G. , 2069 B.S.) With the help of United States Operation Mission, six members were sent to take training in Organ university then in 2013 B.S. a college of education was established to train teacher educators. Later, Tribhuvan University was established in 2016 and faculty of Education took the work of teacher training. (Sharma G. , 2069 B.S.)

Before the establishment of College of Education there was no special training for the teacher in Nepal. All of the professional training was secured at professional institutions in India. It has been consisted the usual pedagogy courses, in methods of teaching, educational psychology, administration and organization, supervision, tests and measurements and curriculum etc. Some of the teachers were retired army men who can bring the children some first-hand knowledge of the world outside region (Khadka, 2016). Now Tribhuvan University as well as other universities, department of education under ministry of education and CTEVT has been operating teacher training programs.

So far as training for pre-primary class teachers is concerned, as the teachers told during the need assessment period, they are sent to school after one week general training of ECD class teaching in Nepal. The degree of the pre-primary teachers has not been determined. They can join the class after enhancing the School Leaving Certificate and one week general ECD class training.

6. Training Needs Assessment

Training need assessment is the method of determining if training need exist and if it does, what training is required to fill the gap. It seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/ or workshop. It finds out the gap between the present status and desired status may indicate problems that in turn can be translated into a training need. (Wicaksana, 2017)

After observation of the condition of the classroom management, content delivery, use of teaching and learning materials, use of teaching methods and strategies, and the teacher and Student talk time and interview with the pre-primary class teachers following needs were identified of human development psychology, teaching methods and strategies, construction of teaching learning materials, teacher skills of before starting the class, during the class and after the class and instructional planning.

7. Discussion

To discuss about the training first of all we have to consider the objectives of the training programme. The objectives of the seminar were to find out the training needs of the pre-primary school teachers, to share the some skills of teaching methods according to the need assessment, and to able the teachers with some skills of teaching in pre-primary classes.

First of all following needs were identified as human development psychology especially on life span of a human, teaching methods and strategies, teaching learning qualities of a good teacher and skills of assessment instructional planning and construction of teaching learning materials for pre-primary class.

Then according to package of the training we discussed about the life span of human and characteristic and developmental tasks of different stages and a teacher needs to identify the actual characteristics of the child and doing capacity of the child. Every step from conception to adult hood is equally important for the development of an individual.

Likewise teaching learning methods and strategies are the bridges of the content and process of the learning. We discussed about the different methods of teaching, especially focused on ECD centered. Likewise good teacher's qualities are also discussed that a teacher most play the role of a teacher, administrator, instructional planner, educational policy makes, manager of the institution, social mobilizer thus teacher must have such qualities to do perform in actual field, this training programme certainly provided the materials about the good teacher. We also discussed about the some skills of teacher which are needed to conduct the class. They have to skills of before the class, during the class and after the classes.

A good teacher must have the idea of assessment. A teacher must be a researcher. We discussed about the formative, summative, diagnostic and Ipsatic assessment process. Teacher participants benefited about the assessment system rather than evaluation for ECD class Children.

Planning is another important thing of a teacher. In this training the participants are able to know the different kinds of instructional planning as operational calendar, work plan, unit plan and lesson plan. Most important plan is lesson plan thus all the participants made a lesson plan.

To make live activities of the abstract knowledge, teaching learning materials are inevitable thus during this seminar we discussed about the different kinds of teaching learning materials. Workshop programme of construction of materials was fruitful for the participants. They made some sand paper materials and some skills for making the doll used in instructional activities.

They understand that only high cost materials not the teaching learning materials that a good teacher could build effective teaching learning materials using low cost things available in the surroundings of the home and school of the children.

8. Conclusion

Every teacher must be innovated and updated with the timely developed and invented trends of education system. There are several researches over the teaching and learning arena of education. During this research work, it is realized that pre-primary education play vital role for the further classes of education process. There were some stay forwards to improve the pre-primary class teaching learning methods and strategies.

It might be supported to the participants of the pre-primary teacher in the Kirtipur Municipality area of Kathmandu district of Nepal. Teachers are benefited with the five different area of teaching and learning as developmental psychology, different approaches of pre-primary class, especially of ECD class, teaching methods and strategies for ECD classes, teacher's qualities, skills and assessment system as a research point of view, different planning in education, especially lesson plan for ECD class and introduction of teaching learning materials and construction of local materials using damaged things surrounding the school area.

After filling the post training feedback by the participants it can be concluded that the seminar cum workshop was fruitful for the concerning persons of ECD centers. It is hoped that concerning authorities of ECD programme will realize the training and other management of the ECD centers conducted immediately for development of the further education system. If we do not advance the pre-primary education system it will certainly affect the entire education system.

At least four teacher posts for pre-primary classes must be created and enroll the teacher and minimum academic qualification for pre-primary classes must be bachelor in education with special training for ECD classes. Likewise training and refresher training must be conducted in timely and integrate Information and Communication Technology in the pre-primary classes of 21st century, appropriate building with environment suitable.

Mostly, buildings and classrooms of the ECD centers must be student friendly in the homely environment. All the classrooms must be equipped with modern technology and environment friendly that children could enjoy plentifully and learn somethings and ready for the school education process.

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