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Topic of Research: Teacher Development Coordinator Program and Its Impact on Pedagogy and Learning Outcomes in Schools of Directorate of Education of Delhi

Findings of the Study

The present research is to study the impact of TDC Program on pedagogy and learning outcomes of schools of DOE, Delhi. Based on the analysis and interpretation, the major findings of the present study are discussed below:

Objective 1: To study the Teacher Development Coordinator Program

From the analysis of the interview schedule of TDCs it concludes that the TDC Program is a very effective professional development program for teachers which impacts upon students and other stakeholders also. The program has some challenges also which can be resolved by providing proper time and support of officials and colleagues.

Objective 2: To explore the Classroom Teaching-learning process as a result of Teacher Development Coordinator Program

From the analysis of the classroom observation schedule and interview schedule it is concluded that classroom teaching-learning becomes joyful, interactive, and lively for the students. Students feel safe and connected, able to communicate their ideas, can ask to teachers and feel confident. Teachers were taking care of the social-emotional and psychological safety of the students. In all the dimensions classroom teaching-learning was 64% at high level, 24% at average and 12% at low. TDCs were also admitted that the teaching- learning process become effective after the implementation of TDC Program

Objective 3: To study the impact of the Teacher Development Coordinator Program on Pedagogy.

The pedagogy of teachers was changed. Teachers were using various tools and techniques for a better teaching-learning process. They used differentiated instructions, activities on the basis of individual needs of the students. Active learning was started in the classrooms and involvement of students, peer learning and support reflected. TDCs responses showed that teachers' pedagogy was 26% at excellent level, 38% at very good, 24% at good, 11% at satisfactory and 1% at poor level. Which shows overall good performance of teachers in pedagogical changes.

Objective 4: To find out the academic achievement of students in different subjects as a result of the Teacher Development Coordinator Program.

From the analysis of achievement tests of Mathematics, Social Science and Hindi, it concludes that achievement of the students is first class in all the three subjects. All the students scored above 60% mean percentage in all these subjects. Highest mean percentage was of Hindi, then Social Science and then Mathematics. Which shows that students feel Hindi is easier than Social Science and Social Science than Mathematics. The reason can be that Hindi is the mother tongue of maximum of the students.

Objective 5: To study the impact of the Teacher Development Coordinator Program on Learning Outcomes.

Learning outcomes were highly achieved in all three subjects Mathematics, Social Science and Hindi. Percentage in all the objectives- remembering, understanding, analysis and skill was above 60% except the objective 'analysis' of Hindi. Which shows that students have difficulty in analytical concepts of Hindi. Achievement of nearly all the objectives was first class, which shows high achievement of learning outcomes.

Objective 6: To assess the impact of the Teacher Development Coordinator Program on pedagogy and learning outcomes.

From the analysis of all the tools it concludes that the impact of TDC Program on pedagogy and learning outcomes was good and positive. Teachers' pedagogy was changed, it became effective, classes became lively, achievement of the students was first Class and learning outcomes were highly achieved in all the subjects.

