CHAPTER V

REVIEW, CONCLUSIONS AND SUGGESTIONS
FOR EDUCATIONAL IMPLICATIONS AND
FURTHER RESEARCH
5.1 REVIEW

In order to provide academic and managerial inputs in the ongoing in-service teacher training programmes, there is a felt need to evaluate the in-service training programmes for making these programmes more effective to enhance teacher competencies. Moreover, state efforts in educationally backward districts of Himachal Pradesh, under District Primary Education Programme (DPEP), namely, Chamba, Kullu, Lahaul-Spiti and Sirmour are intended to improve quality of education and teacher training as the most vital input in the programme to achieve the objectives of universal enrolment and retention besides improving quality of education with equitable distribution across gender and caste groups. In the light of national commitment to provision of universal elementary education by 2010, the educationally backward districts have to make much more concerted efforts to provide quality education to all children in the age-group 6-14, and are to revamp the educational programmes, especially by providing in-service training to primary school teachers. Since this programme is district based, and has taken a shape keeping in view the local topography and culture specific conditions of educationally backward districts, by providing academic and technical inputs to improve access and quality of education in the light of national commitment for universal education, it was thought worthwhile to undertake the problem for research:
Evaluation of In-service Teacher Training Programmes for Primary School Teachers in a DPEP District of Himachal Pradesh

Significance of the Study

The teacher occupies a pivotal position in education system. The success of educational programmes directly depends on teacher competencies, which can be enhanced through teacher training programmes. Since DPEP is the major intervention to cater to the needs of educationally backward districts of the country, the results of the present study are expected to be useful to provide an insight into pedagogical aspects in in-service teacher training, on the one hand, and also to help DIETs to provide improved in-service teacher training programmes in order to achieve the goal of universal education. This, no doubt, will facilitate the primary school teachers in particular and school teachers in general to cope with the problem of educating the young learners in the school, having little or no support from their families in their learning. Also, the results of the study are expected to act as a bench mark for future researchers in their pursuit to explore further into the evaluation of in-service teacher training programmes.

Objectives of the Study

1. To study the In-service teacher training programmes for primary school teachers in Himachal Pradesh under District Primary Education Programme (DPEP) in the light of objectives of the programmes:

   (i) Universal enrolment and retention of children in the age group 6-11 for universal primary education.
(ii) Universal attainment (quality achievement) with reduced gender and social class variations in scholastic achievement.

2. To study the perceptions of primary school teachers regarding efficacy of on going in-service teacher training programmes in fulfilling objectives of DPEP in relation to gender.

3. To study the transfer effect of in-service teacher training programmes on attitude of primary school teachers towards teaching and teacher-student relationship in relation to gender.

4. To study the transfer effect of in-service teacher training programmes on teaching competencies of primary school teachers in relation to gender.

5. To study the views of teacher educators i.e. DIET faculty regarding the impact of in-service teacher training programmes aimed at improving teaching learning process for universal primary education.

6. To formulate suggestions for improving the in-service teacher training programmes.

**Delimitations of the Study**

Since the scope of the present study was delimited to a DPEP district of Himachal Pradesh, it was delimited in the following manner:

1. Only one DPEP district, namely, Chamba was selected because of being educationally most backward district of Himachal Pradesh.

2. The status of in-service teacher training programme was assessed through documentary analysis.

3. The evaluation of in-service teacher training programme was based on views and perceptions of teacher educators working in DIET and primary school teachers along with classroom observation of teaching-learning process in a causal-comparative manner.
Operational Definition of Terms

1. **Evaluation** refers to qualitative research approach with a holistic perspective to have a comprehensive view of the complex issue through the process of assigning units of measurement to phenomenon (in-service teacher training programme) in order to characterize their worth or value, usually with reference to some social, cultural or scientific standard (attainment of universal education with quality). In the present study evaluation of in-service teacher training programme has been considered in terms of:

   (i) Views and perceptions of teacher educators working in DIET and primary school teachers with regard to certain issues to content, methodology and transfer effect of in-service teacher training.

   (ii) Classroom observation of primary school teachers in a causal-comparative manner to assess transfer effect of in-service teacher training in actual classroom teaching.

   (iii) Attitude of primary school teachers towards teaching and teacher-student relationship, again in a causal-comparative manner.

2. **In-service Teacher Training Programmes** refer to the on-going short duration teacher training programmes in the DIET under DPEP, to improve teacher competencies at primary stage for achieving the goal of universal primary education.

3. **DPEP District** connotes the district which is educationally backward, especially with regard to female literacy and girls' education; and for which special district specific time-bound project in the name of District Primary Education Programme (DPEP) has been launched to provide special inputs-
both infrastructure and academic so as to achieve the goal of universal education.

**METHODOLOGY:**

Descriptive method of research was used in the present study as explained hereunder.

**Tool Used:**

1. **Interview Schedule for Primary School Teachers** to seek their views and perceptions with regard to planning and organization of in-service teacher training programmes for the purpose of universal primary education (UPE).

2. **Attitude Scale** for Primary School Teachers so measure their attitude towards teaching and teacher-student relationship.

3. **Classroom Observation Schedule for Primary Teachers** to measure teacher competency in classroom (providing learning activities; promoting learning by doing; developing differences; using the local environment; creating an interesting classroom) and to performs non-teaching role (i.e.; interactions with colleagues and students in school and with community outside the school).


5. **Interview Schedule for Teacher Educators (DIET Faculty)** to evaluate the on going in-service teacher training programme.
Universe and Sampling

The study was completed in two phases by drawing independent samples from primary schools of Chamba district of Himachal Pradesh.

Phase I: Development of Tools: An initial sample of 400 primary school teachers was drawn for construction of attitude scale. Further a sample of 90 primary school teachers was drawn to establish reliability and validity of attitude scale.

Phase II: Sampling in phase II included:
(i) All the teacher educators working in DIET at Chamba.
(ii) A sample of 200 primary school teachers was drawn randomly to administer interview schedule for seeking their views and perception with regard to effectiveness of in-service teacher training programmes, and attitude scale to measure attitude towards teaching and teacher-student relationship.
(iii) Further a sample of 50 more trained (who participated in 4 or more in-service trainings) and 50 less trained teachers (who participated only in one or two training programmes) was selected to observe them during teaching-learning process in actual classroom situation.

Collection of Data

The investigator, herself gathered the necessary data from DIET faculty engaged in in-service teacher training programme and primary school teachers identified for survey and observation.
Analysis of Data

The data collected in the form of notes from observations, interviews and documents will be organized as under:

(i) Documentary analysis of the in-service teacher training programmes was made to evaluate these programmes in terms of inputs provided, under DPEP, and enrolment and retention trends and learning achievement of primary school students.

(ii) The views and perception of primary school teachers were classified and tabulated issue wise to gauge the effect of in-service teacher training programmes.

(iii) The attitude of primary school teachers towards teaching and teacher-student relationship tabulated on interval scale and gender differences were worked out.

(iv) Classroom observations made through observation schedule were analysed under six broad categories of teacher competencies in classroom (providing learning activities; promoting learning by doing; developing individual, group and whole class work; recognizing individual differences; using the local environment; creating an interesting classroom) and non-teaching role of teachers in primary schools (i.e., interactions with colleagues and students in school and with community outside the school), along with overall assessment of teacher competencies at the end of classroom teaching.

(v) The views and perception of teacher educators were classified and tabulated issue wise to identify strengths and weaknesses of in-service teacher
training programmes in order to strengthen the role of DIET to achieve the goal of universal education.

Statistical Treatment of Data

The percentage analysis was made in case of views and perceptions of primary school teachers and teacher educators to identify strengths and weaknesses of in-service teacher training programmes being devised and implemented in the DPEP district of Chamba in the State of Himachal Pradesh. The t-test was applied to test the hypothesis of gender differences in teacher competencies and attitude of primary school teachers towards teaching and teacher-student relationship.

5.2 Conclusions

In the light of scope of the present study, delimited to a DPEP district of Himachal Pradesh (Chamba), following conclusions were drawn.

5.2.1 In-service Teacher Training:

1. The DPEP Bureau of Himachal Pradesh has actively collaborated with four DIETs, under DPEP, to provide in-service teacher training to a large majority of primary school teachers pertaining to: (i) content; (ii) pedagogy and technology and (iii) school management.
2. The in-service teacher training programmes have been of varied duration ranging from "3 day" to "3 month" duration.
3. The in-service teacher training programmes have been well organized, though there is problem of reporting of deliberations held during training which could be used as a guide book or training module.
4. The state bureau has prepared training modules to be used in in-service training at block/cluster level.

5. The DIETs are actively engaged in organising in-service teacher training programmes in a regular manner, though the academic and technical support from SCERT has been minimally used.

The overall impact of DPEP interventions, including in-service teacher training programmes has been observed to be significant, especially with regard to universal enrolment, enhanced levels of learning achievement of primary school students in language and mathematics along with reduction in gender and social class differences in learning achievement.

5.2.2 Teachers’ Perceptions regarding Effectiveness of In-service Training Programme

6. The large majority of school teachers, of Chamba district, under study, has shown satisfaction with regard to quality of in-service teacher training programmes. However, a good number of teachers has shown dissatisfaction regarding ‘level of discussion’ in in-service teacher training programmes.

7. The primary school teachers have rated the effect of in-service teacher training programmes on general themes such as ‘teaching-learning process’ and ‘teaching-learning material (TLM)’ to be appreciable, whereas other vital issues have not been found to be perceived well by primary school teachers.

8. The transfer effect of in-service teacher training programme in actual classroom situation has been perceived by school teachers only to some extent, thereby indicating that desirable outcomes are still to
be achieved to make in-service teacher training programmes 'field oriented'.

9. The large majority of primary school teachers have pointed out certain weaknesses in in-service teacher training programmes with regard to planning, availability of supplementary learning material, resource persons' availability and lack of participatory approach.

10. The primary school teachers have suggested that in-service teacher training programmes need to be more 'participatory' and 'action oriented' to achieve the goal of universal literacy.

5.2.3 Attitude Towards Teaching and Teacher-Student Relationship

11. The attitude of primary school teachers towards teaching and teacher-student relationship is favourable.


13. The female primary school teachers have significantly more favourable attitude towards teaching and teacher-student relationship as compared to their male counterparts, as a whole as well as in terms of low and average levels of participation in in-service teacher training programmes.
5.2.4 Teacher Competencies

14. The classroom observation of more and less trained primary school teachers (in terms of levels of participation) revealed significant transfer effect of in-service teacher training on teacher competencies, namely, 'providing learning activities', 'promoting learning by doing', 'developing individual, group and whole classwork' and 'recognising individual differences'.

15. The transfer effect of in-service teacher training was not found to be significant in teacher competencies, namely 'using local environment' and 'creating an interesting classroom environment'.

16. The more trained female teachers have exhibited significantly higher levels of teacher competencies, namely 'providing learning activities', 'promoting learning by doing', 'developing individual group and whole classwork' and 'recognising individual differences' as compared to their male counterparts.

17. However, female teachers did not differ significantly from their male counterparts in less trained group on all the six teacher competencies. Also the more trained female teachers did not differ significantly in teacher competencies, namely, 'using local environment' and 'creating an interesting classroom environment' from male counterparts.

18. The in-service teacher training programmes have a significantly positive transfer effect on overall behaviour of teachers, as measured at the end of
teaching learning process, in total as well as across male and female groups of primary school teachers.

19. There are significant gender differences in favour of female teachers' overall performance in teaching-learning performance in teaching-learning process in case of those who have high level of participation in in-service teacher training programme.

5.2.5 Views and Perceptions of DIET Faculty

20. The teacher educators have ranked 'DIET to be a pace setting institution for elementary teacher training' and 'providing in-service teacher training' as priority goals and objectives of DIET.

21. The teacher educators have participated in various professional development programmes, and have viewed the participation to be facilitative in organizing various activities in DIET more effectively.

22. The teacher educators have acted as resource persons in organisation of various in-service teacher training programmes and have appreciated the cooperation of DPEP in rendering academic and technical support.

23. The teacher educators have reported lack of adequate mechanism to seek feedback from participant school teachers. They have reported field visit to be the major mode of follow-up of primary school teachers to look into transfer effect of in-service teacher training programmes.

24. The teacher educators have listed a number of problems in organisation of in-service teacher training programmes such as (i) lack of clarity among DPEP
personnel with regard to prioritization of training programmes; (ii) lack of adequate planning to call primary school teachers for training; (iii) boarding and lodging problems; (iv) uncertainty of resource persons, called for various sessions; (v) lack of supplementary material for participant teachers; (vi) more stress on lecturing, less importance to discussions and demonstration of teaching skills; (vii) inadequate criteria to seek feedback from participant teachers; and (viii) lack of cooperation among faculty members in conduct of programme.

25. The teacher educators have suggested a number of measures to improve in-service teacher training programmes: (i) recruitment of regular staff; (ii) more opportunities to DIET faculty to participate in national, regional and state level seminars, workshops and conferences; (iii) equipment of library with journals, workbooks and reference books for updating of knowledge and skill development; (iv) more emphasis on use of audio-visual aids in in-service teacher training programme; (v) preparation of modules and guidelines for textbook writing, test development in academic subjects, remedial education, Education of disabled, gender sensitization and action research; and evolving feedback mechanism in a scientific way; continuous follow-up mechanism to provide academic and technical support to primary school teachers; better collaboration with SCERT, University Departments, NGOs for conducting training programmes and their
evaluation; evaluation of DIET functioning for identification of on-going and emerging administrative and academic problems for their solution; conducting field research on school, teacher, student and community related issues for strengthening the cause of universal elementary education.

On the basis of these results pertaining to inputs provided in terms of in-service teacher training programmes and participation of teachers in one or more such programmes, improvement in enrolment ratios, enhanced levels of learning achievement over the period 1996-2000 (BAS to MAS), with reduced gender and social class differences; transfer effect of in-service teacher training on teacher competencies and attitude towards teaching and teacher-student relationship; and views and perceptions of primary school teachers and DIET faculty (Chamba) with regard to in-service teacher training programmes; it may be summed up that in-service teacher training programmes have successfully contributed to the cause of universal elementary education in a DPEP district of Himachal Pradesh. No doubt, certain weaknesses have been reported with regard to content, methodology and organisation of in-service teacher training programmes, these again are an indication to futuristic perspective to strengthen such programmes for achieving the goal of quality education at elementary stage through continuous professional development of primary school teachers in the long run.
5.3 Suggestions for Educational Implications

In providing education for all (EFA), teachers have to play the most significant role in 'curriculum development', 'preparation of textbooks, other reading material and teaching aids', 'use of instructional technology' and 'evaluation procedures'. The multiplicity of role assignment to teacher calls for certain changes in on-going in-service teacher training programmes. The evaluation studies of DIETs (Koul and Sharma, 2000; Singh 2000; and Chandrasekhar 2001) too provide an empirical evidence regarding the efficacy of in-service teacher training programmes, being limited. Also there are inherent weaknesses in the structure and organization of in-service teacher training programmes, as perceived by teacher educators as well as trainees. Hence, in view of the delimitations of the present study and main findings pertaining to evaluation of in-service teacher training programmes in vogue in Chamba district of Himachal Pradesh following suggestions may be laid down for educational implications:

1. The efficacy of in-service teacher training programmes in terms of transfer effect needs to be improved by enriching these programmes with revision of content coverage and transactional strategies so that these programmes become 'action oriented with participatory approach'. Such a change will provide participant teachers an opportunity to raise academic and non-academic problems, they face in the actual classroom situation and school. Sharing of experiences amongst participant teachers will lead to solution finding from
within, thereby inculcating leadership qualities among primary school teachers.

2. The organisation of in-service teacher training programmes should be based on 'felt needs' of teachers and their 'views' to raise the quality of in-service teacher education, which in turn will empower the primary school teachers to cope with hard realities of school conditions and making school effective for retention purposes as well quality education.

3. The lack of sufficient reading material for teachers during in-service training is a hard spot and it would be worthwhile to suggest that adequate reference material, guide books and handbooks need to be provided to teachers. The use of newsletters, magazines and bulletins need to be promoted for dissemination of information and knowledge amongst teachers with regard to innovations and experimentation in educational practices for improving existing school practices.

4. The teacher educators also need to be trained at DIET level as well as at state level with regard to various innovative, academic and technical aspects of in-service teacher training programmes for their effective role in better organisation of in-service training programmes for primary school teachers.

5. The field visit and area adoption by DIET faculty can be used as a mode to interact with school teachers in an informal setting and in actual field situation. Such kind of field experiences will be of much use in the
designing of in-service teacher training programmes in future.

6. The DIET faculty has no academic support from nodal agencies such as SCERT and universities. Such a collaboration with premier institutions of higher learning can go a long way to equip teacher educators with more knowledge and skills to perform their role in a more effective manner.

7. The key word in 'DPEP' as well as 'Sarva Shiksha Abhiyan' is community support to education, and hence DIET faculty need to be oriented for ensuring community support to school education.

8. The role of DIET has practically narrowed down to pre-service and in-service teacher education programmes. Liquidation of illiteracy is one of the goals of DIET programme, which is a neglected area. Since quality of school education is reflected through students' academic performance and family support to them is missing due to illiteracy among parents, it would be worthwhile to orient DIET faculty, through 'District Resource Unit for Adult Education/Non-Formal Education' and collaborating with state level agencies engaged in adult literacy to contribute to the mass movement for literacy and continuing education as well. Such an action oriented programme will provide a congenial socio-psychological environment in community for children to attain higher levels of academic performance in school not only for primary education, but also for higher stages of school education.
9. The DIET faculty should undertake 'action research' projects in a meaningful manner to incorporate field reality in its curricular transaction in in-service teacher training programmes to make them more activity based, innovative and participatory.

10. The DIET should chalk out its calendar of activities, branch wise for proper planning and coordination among teacher educators so that all programmes, including pre-service are executed in a comprehensive manner, and not in isolation. This will no doubt enhance the morale of teacher educators to be more effective in their role performance.

11. The DIET faculty should be provided more opportunities for professional development through participation in workshops, seminars and conferences. This will provide a sharing platform with wide range of teacher educators across country to work for the cause of universal literacy.

These suggestions for educational implications are specific to DPEP districts of Himachal Pradesh, especially Chamba. Still, as is evident from evaluation studies of DIETs and other teacher training institution, cues can be taken by educational administrators to improve the functioning of DIETs with regard to in-service teacher training programmes to evolve these institutions to cater to the need of achieving the goal of universal elementary education in near future.
5.4 Suggestions for Further Research

The scope of present study was delimited in a number of ways to evaluate in-service teacher training programmes in a DPEP district of Himachal Pradesh. Hence some suggestions in the continuity of this research endeavour are laid down for further research.

1. Further researches may be undertaken with large sample covering all the DPEP districts of the state, so as to make generalizations with regard to the perceptions and attitudes of the principals, teacher educators and primary school teachers about in-service teacher training programmes.

2. Similar studies may be undertaken on the role performance of DPEP and Non-DPEP districts. A comparative assessment of the DIETs in these two settings may provide new insights into the problems in the field of teacher education.

3. To identify the deficiencies in the in-service teacher training programmes for primary school teachers, a study of the perceptions and attitudes of principals, teacher educators and primary school teachers alone may not give us a comprehensive picture of the teacher education programmes. The future researchers may focus on content analysis of thematic coverage in such programmes as well as their transfer effect in actual classroom situation.
4. The present study was delimited to a few personal and demographic variables pertaining to the primary school teachers and the teacher educators. Further researches may also be undertaken on other psychosociological aspects of school teacher and educators in order to provide academic and organizational support to them for making their role performance more effective.

5. The study has not included any institutional variable. Such institutional variables, namely, institutional climate, morale and job satisfaction and teacher effectiveness may help us identify the variations between good and poor institutions in order to further improve the status of the teacher education.

6. Research studies need to be undertaken to look into growth and development of educational facilities in primary schools and their impact on retention and quality education in DPEP and Non-DPEP districts.

7. Teacher factor is an essential human resource in school education, and hence teacher competencies and issues related with teacher empowerment are to be the focal areas of future researches in primary and elementary education.

8. School-community partnership in primary and elementary education, especially the role of local bodies, under 'Sarva Shiksha Abhiyan (SSA)' is an emerging area for exploration through empirical researches to evolve workable mechanism for effective school-community partnership.
9. In-service teacher training programmes of primary school teachers by DIET faculty on the issues of teacher empowerment, teaching learning material production, action research, diagnostic and summative testing etc., too need to be evaluated so as to strengthen human resource inputs in school education.

10. The role performance of DIETs with respect to area adoption in backward pockets of a district, mobilizing community response to educability need to researched for enhancing the role of DIETs for promoting the cause of universal elementary education with even distribution across geographical locations, social class and gender groups.

Since, District Primary Education Programme (DPEP) is to culminate into Sarva Shiksha Abhyan (SSA) in the ensuing session, the focus of future researches need to encompass grades I-VIII of schooling for universal elementary education with quality’ being the core issue.