CHAPTER – V

SUMMARY, IMPLICATION & SUGGESTION
FOR FURTHER RESEARCH

5.0 Summary

5.1 Implication

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CHAPTER – V 5.0 SUMMARY

THEORETICAL AND CONCEPTUAL ORIENTATION

INTRODUCTION
Training has been a standout amongst the most settled and most respected purposes for living on the planet. Right when a systematically dealt with human society showed up the need to shape its adolescents on genuine lines developed requiring individuals who could have this influence is instructors. The course of action of teachers has changed with the movement of time and with the conformities in cravings of the overall population. Educator preparing has been described as "all formal and easygoing activities and experiences that qualify a man to acknowledge the commitments as a person from the informative calling and to discharge his obligations more sufficiently". The possibility of "Instructor Education" is not new. It may be advantageous to survey that till a century back teaching was aced generally by getting background. No formal, speculative or master get ready was seen as fundamental. Teacher preparing was seen as an understanding of speculation of good instructing into practice.
Educator preparing now incorporates each part of the Student instructor's identity. The point of instructor training is the arrangement of taught and refined people worried with instruction. In the past it was trusted that the individuals who had procured information require no specific ability to transmit it. It takes after in this way, that any one who knows a subject well can educate others. With no preparation an educator may show well, yet with preparing he may improve. Since he takes in the experimental part of showing helps, crafts of addressing and reacting of inquiries, class administration and so on. Instructors in India have come to accept new parts for which the customarily planned age-old educator preparing project would not be sufficient. Educator instruction, in this way, will need to discover completely distinctive central focuses in arranging and actualizing the different parts of its projects. Once more, the association, substance and strategies for educator training may must be redesigned with regards to the formative projects. Strategies for instructor training will need to experience another out of this world affected by the new targets of instruction for improvement. In administration programs for instructors and educator teachers would need to be arranged with regards to the learning and aptitudes required for the new test of improvement.

Teacher competency is a wider term including teacher's personality's presage, process and product variable, while teaching competency is restricted to the teaching behaviour presented during class-room teaching. It is not essential that a popular teacher among her or his students is good or competent teacher, but a competent teacher is one whose students have better knowledge about the subject matter. The competency in teaching involves the number of personality traits. Teaching competency makes the teacher more efficient & more confident.

State of mind towards calling implies a people emotions, practices and duty to the calling or occupation. In the event that the educator is conferred and has inspirational disposition then it appears that his execution will be better and his endeavors will be productive (Goodnigs et.al.).

State of mind is essential to comprehend human conduct to characterize what precisely a demeanor is, numerous endeavors have been made. By and large, it is characterized as a complex mental state including convictions. As characterized by Allport (1955), a state of mind is a mental or neural. condition of status, sorted out through experience,
applying an order or element impact upon the people reaction to all articles and circumstances with which it is connected.

"Disposition" of educators towards the showing calling is a vital variable in this examination. It is watched that educators’ demeanor influences his conduct in class as well as impact the accomplishment of instructor. The showing calling requests clear objectives, love for calling and clearly the more ideal disposition towards the calling. The imminent instructor preparing foundation ought to try meticulous endeavors to prepare the planned educators with showing abilities as well as attempt to advance positive expert demeanor in them. In this way, for the expert readiness of instructors, the exploration on the demeanor held by them is fundamental. How an educator plays out his obligation is needy, as it were, on his demeanors. A great state of mind makes the work less demanding as well as all the more fulfilling and professionally remunerating; a negative demeanor makes an instructor’s errand harder, more repetitive and offensive. Hence demeanor toward showing calling is pertinent and essential variable of this study.

**Statement Of The Problem**

“A Comparative Study Of Impact Of Teacher Training Through Formal Education And Distance Education On Teaching Competence And Attitude Towards Teaching Of B.Ed. Teachers Trainees.”

**REVIEW OF RELATED RESEARCH LITERATURE**

Review of Related Literature

Every research cannot be completed without Review of literature because Review of literature is very important step of any research problem. In this present study, the researcher visited in library. Teacher Training Institutions, Distance mode teacher training centers like IGNOU and UPRTOU and centers also. Researcher also study the different Journals, Magazines, Books, National and International Topic related Articles. Teacher Training through Formal mode and Distance mode of B.Ed. Teacher Trainees have a different style of Training programme. Teaching Competence and Attitude towards teaching of formal mode and distance mode trained teacher trainees show great difference in their teaching skills. The researcher review several article and journals related to formal education, distance education, attitude towards teaching, teaching competence. The researcher review almost 1000 Books, Magazine, Journals related to the present study problem.
This chapter presents a synoptic view of researches related to the variables under consideration. The studies have been review under following headings:
1. Studies related to distance and formal mode of teachers training
2. Studies related to teaching competencies
3. Studies related to Attitude towards teaching profession

**Reviews of Related Literature**

**Studies Related To Distance And Formal Mode Of Teachers Training**

*Ranganathan (1992)* developed a plan in-service education of elementary teachers at the district level with special reference to DIET. The plan was based on "Training through Cluster" that would decentralize the system. It also found that low coverage of in-service training programmes in the district due to inadequate infrastructural facilities inadequate allotment of funds and absence of a conscious policy at the district level to cover all teachers. Additional facilities for in-service education of teachers need to be created at the sub-district /block/school cluster level. The duration of in-service training provided to teachers ranges from one to three weeks.

*Mishra K.N. and Panda K.C. (1996)* studied “Relative influence of Teacher Training programme on Teacher’s Personality, Feeling of Stress and Burnout” They concluded that :

1. Teachers training programme may be a component of an effective personality development and managing burnout feelings.
2. Significant differences were observed in case of teachers personality, emotional exhaustion and personal accomplishment.
3. No significant effect was observed in case of teachers stress feeling and depersonalization (burnout) feeling.

*The UNSECO Report (1996)* entitled "Learning: The treasure within", upholding the effectiveness of in-service programme on par with the effectiveness of the pre-service programme, recommends the use of distance techniques for in-service education of teachers. It is also supported with the successful experiences of other countries. In service education. Indonesia's Radio in-service Training for Primary School teachers. Peer In-service approach of Nigeria. key Teacher's programme of China.
Clusters training in Bangladesh and Primary Teachers Orientation Course run by the Allama Iqbal open University, of Pakistan example in case.

Anand (1999) discussed, in his article titled "In-service Training of Primary School Teachers Through Distance Mode": Rationale, issues and Techniques" that the rationale for an effective inservice teacher education programme is the same as that which impels all major enterprises public or private - to make provision for staff development. Further, in service training of primary school teachers calls for an approach that is most suitable in Indian settings.

Kumar (2001) highlighted in his study, 'Training of Primary School Teachers in Haryana Through Distance Education Programme, as to how the state could manage to provide in-service training to about 40,000 old primary teachers, it being next to impossible to document individual or group requirements of teachers from various part of the state so as to evolve a training module that was more responsive to the needs and requirements of these teachers. The state adopted distance mode of training through the satellite and almost 15,000 teachers were able to interact directly with the experts through a two way communication as part of this training, followed by a reinforcing feedback.

Singh (2001) in his study argued that the quality improvement in the school education, to a great extent depends upon the availability of professionally qualified and competent teachers. This inevitably calls upon intensifying the nature and scale of teacher education to meet the increasing demand of trained teachers.

Rajendram (2002) in his study titled, “Tele conferencing the Kerala experience” emphasized on the Importance of a facilitator. The role of a facilitator is of great importance. It demands ability to control the group and also management of time and material. Every trainer to become a good facilitator needs a lot of practice and time.


The findings were that:-
(1) Teacher training programmes of prospective teachers (B.Ed. students) had significant effect to enhance degree of their, positive attitude towards teaching profession.

(2) All categories of the pupil teachers, namely, students of Government - aided, Self Financing Institution and male and female pupil teachers of both the type of institutions were significantly better in respect to their attitude towards teaching. In the above mentioned research studies there exists a gap as the picture of both the system have not been clearly defined in terms of competencies and responsibility behavior.

**Bhargava Anupama(2009)** studied on the topic “Comparative study of teaching skill of in Service Teachers Trained through Regular and distance mode”. the purpose of the study was to find out differences between teacher trained through regular and distance mode in relation to use of teaching skills. a sample of 100 Secondary school teacher was randomly selected. in this sample 62 teachers were trained with regular mode and 38 were through distance mode. the Chi-square test was estimated on the basis of cell frequencies. the Result show that no significant differences was observed in use of skills of set induction, illustration with example, blackboard writing, recapitulation and use of teaching aids. Significant differences at the 5% level were observed in questioning and evaluation skill.

**Sampong Kwasi(2009)** studied on the topic “An evaluative study of a Distance Teacher Education Program in a university in Ghana”. the purpose of study to examine the perception of teacher trainees as as well as Faculty administrator to ascertain gaps ,if any between standards and performance of the distance teacher education program of the university of cap coast. A random sample of 365 students and 186 administrator and faculty member were obtained. the study concluded that although there were some discrepancies between program standard and performance the program is fulfilling its purpose of upgrading the professional and academic performance of a large number of teacher in the public school in Ghana.

**Mahruf M. & Shohel C.(2012)** write an Article on “Open and Distance Learning for Teachers’ Professional Development: The English in Action (EIA) Model for the Global South.” They concluded that Investment in high quality teacher training programme design and implementation is necessary to realize the potential of new
models of teachers’ professional development programmes through open and distance learning such as the EIA Secondary Teaching and Learning Programme (STLP). Therefore, in response to the Government of Bangladesh, the Government of the United Kingdom came forward to help the country to train and develop the English language teachers as well as to provide opportunities and resources to access English language learning.

**Studies Related To Teaching Competencies**

**Kumar S. (1991)** studied teacher effectiveness among different group of teachers in relation with personality traits. The objects of the study were to determine teacher effectiveness among different groups of teachers - Arts, Commerce, Science and correlate it with personality traits. The result of the study show that no relationship exists between teacher effectiveness and personality traits.

**Srivastava and Dube (1991)** developed scientific equation to predict teacher effectiveness in context of personality traits. The correlation between personality traits and teacher effectiveness varied from 0.4129 to 0.6166 in case of high integration of teaching skills and from 0.7156 to 0.7518 in low integration of teaching skills.

**Saxena (1995)** found that both effective and ineffective teachers are well adjusted, derived satisfaction from their work and have favourable attitudes towards teaching profession.

**Robin Jones (1996)** studied “The Professional Competencies movement and special Education”. The author disclosed that the teacher competencies movement in Australia is part of the larger national movement which is concerned about competencies statements for all trades and professions.

**Singh V. (2004)** undertook an investigation to study the effect of teacher training programme, sex, stream and academic qualification on teaching competence of pupil teacher. The findings of the study were: that training programmes, gender and academic qualification affects the teaching competence significantly. Post graduate have shown significantly high achievement of teaching competence.

**Burriss, Kathleen and Burriss, Larry (2004)** studied Competency and Comfort; Teacher Candidates’ Attitudes toward Diversity’. The purpose of this study was to identify and describe teacher candidates’ perceived levels of competency and comfort in
teaching diverse student populations. For three semesters, teacher candidates (n=221) volunteered to complete questionnaires at the beginning of their professional education courses. A second group (n=242) completed questionnaires as they exited student teaching. Although the majority of teacher candidates have limited professional and life experience, findings indicate both groups feel competent and comfortable interacting with diverse populations.

Iyamu O.S. (2006) conducted a study and found that the overall inquiry teaching competence of the teachers was significantly below the acceptable level. It was also found that trained non-graduates teachers proved to be more competent in the inquiry teaching of social studies than the trained graduate’s teachers.

Peralta H. & Fernando (2007) studied on “Teacher’s Competence and Confidence regarding the use of ICT.” The purpose of the study was present a qualitative multiple case study research on primary school teachers’ competence and confidence level regarding the use of ICT in the teaching and learning practice. The sample collected from five different European countries i.e. Greece, Italy, Portugal, Spain and Netherlands. They found that technology was not an integrated resource within teaching activities. Teachers use ICT without a full understanding of learning principles and they did not significantly change attitudes, roles and ways of teaching and learning.

Denise Trento Delouza (2008) studied’ Teacher Professional Development and the Argument of Incompetence’. According to author that this work proposes that since the early eighty’s a specific strategy has gained increasing importance within official education programme in Sao Pulo (Brazil)addressed to deal with the high rates of pupil repetition and drop out the concentration on teachers professional development. He arranges this strategy based on the idea of teachers incompetence as the main explanation for educational problems. The idea of teacher’s incompetence is present in the main stream literature and the formulation and implementation of Official Educational Programme.
Rastogi, A. (2010) Conducted a Ph.D. entitled as "Development of Evaluation Competencies: A Study of the Impact of the Pre-Service Elementary Teachers Education." After analyzing elementary teacher education curriculum investigator found that various units and sub units of all the courses do help in one way or the other in development of all the competencies is related with learner's evaluation in pupil teachers. However, a need is felt for statement of these contents explicitly for the benefit of Pupil Teachers.

Kulkarni U. (2011) led a study to discover the showing competency of D.Ed. prepared instructors, working in up reviewed elementary schools of Karnataka as to age, sexual orientation, areas, graduates and students, science and expressions, 5 years and over 5 years of educating encounters. The discoveries of this study uncover that the age bunch between 25-40 or more 41 years, male and female, country and urban instructors and 5 years or more 5 years of showing knowledge educators vary fundamentally in appreciation of their instructing competency. However expressions and science educators and graduate and under graduate instructors don't vary altogether in admiration of their educating competency.

Khatoon, Azeem and akhtar (2011) studied the impact of different factor on teaching competencies at secondary school in Pakistan. the purpose of study to find out the female school teacher, socio cultural problem and Environment Problem and to measure the teaching competency of teacher by relationship between teacher and students. the result showed that the mostly families were in favour of female teacher's job. so result prove that the female spare the time for domestic work due to half day job. the result indicate that professional jealousy is every where and mostly it effects on their teaching competency.

Gracious Antony L.F. (2013) Conducted a study to find the relationship between creativity and teaching competency of prospective B.Ed. Teachers. The findings of this study were that:-
(1) Age below 22 of prospective B.Ed. teachers, found better than age above 22 in their classroom Management, teaching aids, extra Curricular Activities. Communication, Teaching Methodology, ethics of Teaching. Rapport with students and Teaching competency.
(2) Urban area prospective B.Ed. teachers found between than rural area prospective B.Ed. Teachers.
(3) There was no significant relationship between teaching competency and creativity of prospective B.Ed. Teachers.

On the basis of this review it may be concluded the role of teacher competencies is very important in the liking pupils of their teaching behaviour.

**Moreno. Juan & et.al (2015)** study on the topic “Questionnaire evaluating teaching competencies in the university environment. Evaluation of teaching competencies in the university.” The objective of this study was to design and validate a measuring instrument to evaluate the performance of university professors. The sample consisted of 1,297 university students. The data obtained confirmed a suitable psychometric scale, which was made up of three dimensions i.e. planning, development, and result. The dimensions show good internal consistency, which guarantees the instrument’s reliability. However, this study was present certain limitations in terms of the overall character of the evaluation process, which in this case focuses exclusively on the students’ assessment, and although this assessment was necessary, it was not sufficient.

**Studies Related To Attitude Towards Teaching Profession**

**Richardson (1991)** narrated that education is a nation building activity. The quality of education depends upon ability and efficiency of teachers. If the teachers are well trained, motivated and committed with their profession learning will be enhanced. This study may provide a searchlight towards developing a positive attitude among secondary school teachers towards teaching profession.

**Goodnigs et.al. (1995)** found that attitude of teacher largely depends upon their personal characteristics and disposition both seems to be highly interlinked. The teaching profession requires certain dominant behaviours which show teachers intellect, desires to excel, extended professionalism and teaching as a life concern. This is a profession which exalts service above the personal gains
Flores (2001) explored from the newly graduate that what affects their attitude towards teaching profession. They indicated that social and political control exiting over teacher and the profession in addition to economic problems. She also reported that the work place also play a crucial role in shaping teachers attitude especially behaviour of principal and the nature of communication within the school.

Erkus et al (2002): measured attitude toward teaching of college of education students and high school students. Their findings indicated that college of education students had significantly more positive attitude towards teaching, in comparison to other groups.

Dodeen, et al (2005) investigated that attitude of teachers have also been determined to be influenced by gender. They found that female teachers have more positive attitude towards teaching profession as compared to male teachers.

Suja (2007) in a study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers.

Yara (2009) investigated that the attitude of students can be influenced by the attitude of the teacher and his methods of teaching. He further showed in his work that teacher’s method of mathematics teaching and his personality greatly accounted for the student's positive attitude towards the subject and that without interest and personal effort in learning by the students, they can hardly perform well in the subject.

Niyaz Ahmad (2010) write an Article on the topic “Attitude of Student Teachers towards Teaching in relation to Academic Achievement.” The purpose of the study to examine & compare the academic achievement of student teachers on the basis of their attitude towards teaching. The present study was a descriptive research of co relational and comparative type. A random sampling technique was used to select 98 student teachers comprising of 61 of Urdu medium and 37 English medium students. The Result revealed that levels of attitude towards teaching i.e. high, average and low have almost the similar academic achievement irrespective of their level of attitude towards teaching. The study also reported no significant difference in attitude towards teaching on the basis of three levels of academic achievement.

Ispir. O (2011) Conducted a study. The purpose of this study was to find teacher's attitude towards teaching profession and to identify their burnout level. Besides it was
aimed to find out the relationship between the burnout level of the teachers and their attitude towards teaching profession. The results revealed that the teachers in this study group have low level of burnout and their attitude towards teaching profession was found high. A significant correlation was found between burnout level and attitude of the teachers.

Garg Mamta (2012) studied on “Attitudinal correlates of academic performance of teacher trainees in distance and face-to-face mode”. The aim of the study was examine the two attitudinal variables, namely, attitude towards teaching and perception about B.Ed. of secondary teacher trainees and to see the effect these two variables on their academic performance. The investigator used A random sample of 200 distance teacher trainees and 200 on-campus trainees who were doing B.Ed. course. The result revealed that performance of distance trainees in theory papers as well as in aggregate is related significantly with their perception. Among on-campus trainees, only two attitudinal measures has emerged as significant correlates of marks in theory and only one variable i.e. attitude towards teaching profession is correlated with skills in teaching.

Oksana, Hilmi & Abdurrahman (2015) studied “Connecting Attitudes Toward Teaching and Pedagogical Formation Courses: A Study of Turkish Pre-Service Teachers.” The purpose of study to examine the pre-service teachers’ attitudes toward the teaching profession and their attitudes was impacted by the pedagogical formation courses that are part of teacher preparation. The research sample consisted of the 200 pre-service teachers. The analysis found no statistically significant differences between the participants’ responses in the beginning and at the end of taking pedagogical formation courses.

OBJECTIVE AND HYPOTHESIS
The objective of any research problem is main describing statement in which the problem of research topic is clearly explained. On the basis of objective, Researcher able to know how to do research problem. Research objective of research topic should be clear because without proper research objective research work can be gone in wrong direction. So every research topic objective has to be clearly defined. In this present study, The researcher made eight research objective according to the nature of topic. The objective of topic clearly explained in
the introduction chapter. On the basis of objective, The researcher formulated eight null hypothesis which is also mention in the introduction chapter.

**METHODOLOGY**

The main objective of the research topic is to know the impact of teacher training programme though distance mode education and formal mode on attitude towards teaching and teaching competence of B.Ed. teacher students. For the study of research problem, The researcher first constitute two group of Teacher trainees, One group is selected from formal mode B.Ed. Teacher trainees and other group selected from distance mode B.Ed. Teacher trainees. There are many research methods of research but according to the nature of the present research study most appropriate method is the Descriptive Survey method. The researcher select distance mode teacher training centers and Mahatma Gandhi Kashi Vidyapeeth University affiliated teacher training colleges in Varanasi and Chandoule Districts. The population of the present study was the total number of B.Ed. Teacher students either from distance mode teacher trainees or formal mode teacher trainees in Varanasi and Chandoule districts.

First the researcher made a list of all Mahatma Gandhi Kashi Vidyapeeth University region Districts, Than by using systematic random sampling technique select to districts i.e. Varanasi and Chandoule. Now in between to districts ,The researcher selects two formal mode teacher training institute and two distance mode training institute in each district by random technique that is total eight teacher training institute was selected for data collection. After this by using simple random sample technique, The researcher selects 40 teacher trainees in each institution i.e. total 320 teacher students are selected but for easy calculation it was decided to take only 300 sample for research work. Finally out of 300 sample of B.Ed. teacher trainees 150 selects from distance mode teacher training institute and 150 from formal teacher training institute.

**Planning of the study**

1. Selection of B.Ed Trainees teacher from Formal and Distance mode of IGNOU and MGKVP university in Varanasi and Chandauli District.
2. Categorization of sample in Male - Female, Art - Science and Rural-Urban also both type of training.
3. Suitable tools were selected for measuring Teaching Competence And Attitude Towards Teaching Of B.Ed. Teachers Trainees.
4. The collected data were treated statistically.

**Variables and Tools**
The present study involves four variables out of which one is independent and two are dependent variables. There variables are:

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<tr>
<th>Sr. No</th>
<th>Variable</th>
<th>Instrument/ Test</th>
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<tbody>
<tr>
<td>1.</td>
<td>Independent variable</td>
<td><strong>Distance Mode &amp; Formal Mode</strong></td>
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<tr>
<td>2.</td>
<td>Dependent variables</td>
<td>Teacher Rating Scale(TRS Scale) by R.C. Deva</td>
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<tr>
<td>3.</td>
<td>Attitude toward teaching</td>
<td>Teacher Attitude Inventory(TAI) by S.P. Ahluwalia</td>
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**Data analysis:**
After collection of data relevant statistical technique was applied for analysis and interpretation certain steps were considered separately to yield the result. These were as follow:
(a) Graphical and Tabular Presentation of Data.
(b) Statistical analysis-its includes the Following:
(c) Calculation of Mean, Median and SD.
(d) Calculation of “CR” Value Between Different Groups.
(e) Calculation of “r” Between Teaching Competence and Attitude Towards Teaching.

**Summary Of The Findings**
On the basis of above tests of significance, the results of the study may be summarized in the following ways:
1a. The investigation of theory first that the separation method of instructor preparing was connected with the high mean score of aggregate educating capability. Students prepared through the separation mode were more skillful than the learners prepared through formal mode in the overall capabilities of instructors.
1b. B.Ed. learners prepared through separation mode was more capable than the other gathering as to "individual qualities" and "Expert Skills".
1c. Third measurement of rating scale i.e. "classroom execution expertise" was not observed to be influenced by the methods of educator preparing. Despite the fact that a critical contrast does not exist between the two gatherings of learner, but rather the pattern of scores demonstrates that the prepared through separation mode were more able in the "classroom execution expertise" than the students prepared through formal mode.  

2. This hypothesis was further split into six sub-hypotheses (i.e. Teaching Profession, ‘Class-room Teaching,’ ‘Child centered Practices’,; ‘Educational processes, ‘pupil and Teacher’;) on the basis of dimensions of the Attitude Towards Teaching Inventory. The dimension result given below-  

2(a). A critical contrast in the composite scores on "mentality towards instructing" was found. Students prepared through separation mode having more great" mentality toward educating."  

2(b). Both the gatherings of students were essentially distinctive to each other if there should be an occurrence of demeanor toward "classroom instructing," mentality towards "instructive procedure" and state of mind towards "Understudies". Learners prepared through separation mode having more good state of mind toward" classroom educating" and "understudy".  

2(c). Trainees prepared through formal method of preparing express abnormal state of mentality toward" instructive procedure".  

2(d). Both the gatherings of students were not essentially not quite the same as each other with respect to demeanor towards - showing calling, Child Central Practices and state of mind towards educator.  

3. There was no noteworthy distinction between the aggregate showing capability and state of mind toward instructing of male instructor students prepared through separation mode and formal method of educating preparing.  

4. Female instructor prepared through separation mode and formal mode were altogether distinctive to each other concerning Over all showing fitness scores and Total state of mind towards educating.
5. A noteworthy contrast was not found between the students of expressions gatherings prepared through separation mode and formal mode in connection to "showing capability", and "state of mind toward educating".

6. There was no noteworthy contrast between the science gatherings of students through separation mode and formal method of instructor preparing in connection to showing capabilities and state of mind toward educating.

7. There was no huge distinction between the Urban students instructor through separation mode and formal method of educator preparing in connection to showing abilities and state of mind toward instructing.

8. There was no huge distinction between the Rural students instructor through separation mode and formal method of educator preparing in connection to showing abilities and state of mind toward instructing.

It might be said at long last, that the level of showing capability and state of mind toward educating and of male and female learners prepared through various modes don't contrast essentially. Moreover, learners, of expressions and science Streams prepared through separation and formal method of students don't contrast essentially with respect to showing skill and state of mind toward instructing.

**EDUCATIONAL IMPLICATIONS & SUGGESTIONS FOR FURTHER RESEARCH**

Quick improvement of progressions and exposures has changed the need of social requests. Due to advance in social requests, the part of the teacher has been able to test and asking. With a particular ultimate objective to make required aptitudes and qualities in the learner, the educator in like manner required capacities and instructing capacities. With respect to 'guideline for all' and 'prosperity for all',

There is an absence of arranged teachers at the vital and helper school stage. There are around 4.2 unlucky deficiencies of untrained teachers, who are giving rule in schools. It is in every way that really matters hard to set all up teachers through the foreordained number of formal get ready establishments. The expansion of adapting with everything taken into account and in science and advancement particularly has extended the need and enthusiasm for enduring and continuining preparing. Globalization and new changes in information and correspondence headways have
sweeping implications for preparing structure. The change of the method for work requiring more versatility, and the creation and usage of new developments, million of individuals are to be dealt with reliably in data redesigning program once in five years. It is improbable for such endless to leave their places of works or homes and get the opportunity to be fulltime understudies in the predictable classroom. They should be given some choice modes which are need based, versatile and down to earth. Partition preparing and open learning structure gives a sensible choice mode with the objective to venture of the learner. Division and open preparing have now been determinedly settled on the Indian Educational scene as key, fruitful and vital differentiating choices to the formal game plan of giving guideline and of enlarging the passageway of enlightening open entryways.

In spite of the way that the detachment direction system are to accept a dire part in the educational progression of the country, there is a lack both of arranged work power in division preparing and, essentially more honest to goodness, nonattendance of correlated data which may be used for organizing partition preparing program. For all intents and purposes the entire detachment guideline is masterminded and executed on the reason of instinctual judgments and supposition. Examination is, along these lines, expected to: 1. Produce information of different angles 2. Empower professionals to epitomize their experience of future analysts; 3. Furnish approach producers with a genuine photo of the capability of separation training. The explanations behind leading exploration on separation instructor training is clarified by the requirement for deliberately building up an exact base for taking cool headed choices about separation educator instruction. It includes an assortment of variables, for example, methods of instructor preparing, preparing knowledge, educational modules and showing material, honing schools, and some more, which associate in complex elements correctly through precisely arranged examination considers. Instructor training project are under feedback for being hypothesis - ridden, and for quality degeneration particularly because of the poorly arranged correspondence courses. Regardless of the feedback be that as it may, there does not appear to be obvious examination confirmation to comprehend the arrangement of educator instruction. Most choices, urgent to the advancements in
instructor training are settled on by a modest bunch of choice - producers and at times is a need groped for take after examination concentrates on.
The present study was away to research the impact of strategies for educator get ready on demonstrating abilities and attitude towards teaching of B.Ed. teacher learners of MGKVP University area. It was in like manner needed to know the effect of strategies for get ready in association with sex and streams (craftsmanship/science) of teacher understudies. Regardless, it is just possible to other examination in the given heading.

(1) It is basic to do a study imitated with more propelled layout of examination. It is recommended that a trial research blueprint may be used which makes it possible to perceive how techniques for planning sway mental, informative and distinctive traits of teacher understudies.

(2) Since the disclosures of the present study were delimited to the indicating abilities of teacher understudies at B.Ed., level, near relative studies may be finished at pre-key, fundamental propelled training level remembering the ultimate objective to recognize the impact of both kind of educator planning, program broadly.

(3) It is crucial to finish all around studies in which a connection of teaching of capacities master duty and study penchants for the in organization educators arranged through division and formal mode is made.

(4) Future investigation should concentrate on the examination of give of two modes, i.e. partition and formal mode on the thing variable of demonstrating capacities i.e. adoring of understudies missing instructor conduct.

(5) A similar study can be connected with other master courses like M.B.A. besides, where in a relationship can be made amongst formal and partition technique for get ready with a particular ultimate objective to measures the sufficiency of these undertakings.
1.1 IMPLICATIONS OF FINDINGS AND SUGGESTIONS FOR FURTHER RESEARCH.

IMPLICATIONS OF FINDINGS

Now, when the research has been completed and its findings are with the investigator, it appears to be logical and relevant to point out what implications of these findings are; in other words what scope of application these findings have. Similarly, it also appears to be imperative to indicate the future directions of research emerging out of present research. This study has yielded certain generalizations. These have been presented in a summary form at the end of chapter fourth. If these are believed to be true they should have a substantial impact on the theory and practice of teacher training, qualitative improvement of teacher education programme, policy making in teacher education and some other aspects. This chapter presents a discussion of these aspects. The teacher occupies a central position in any society bearing the responsibility to help others to learn and to behave in new and different way. Competent and responsible teachers lead community and nation towards better and high quality of life. They reveal and elaborate the secrets and generate new knowledge. In teaching profession, there is need to up grade the status of teaching professionals in order to cultivate high standard of learning and training. The important point in training, teaching and education is to promote learning. Through such a smooth training environment, the teachers would attain a high degree of competence and favourable attitude to impart a character –oriented education. Enlightened teacher are fair, responsible, steady, poised and confident Quick improvement of headways and disclosures has changed the need of social requests. In light of advancement in social requests, the part of the teacher has been able to test and asking. With a particular true objective to make required capacities and qualities in the learner, the educator
moreover required abilities and instructing aptitudes. With respect to 'direction for all' and 'prosperity for all', there is an absence of arranged educators at the key and helper school stage. There are around 3.2 nonattendances of untrained educators, who are giving bearing in schools. It is in every way that really matters hard to set all up teachers through the foreordained number of formal get ready establishments. The expansion of realizing when all is said in done and in science and advancement particularly has extended the need and enthusiasm for dependable and continuing guideline. Globalization and new changes in information and correspondence advancements have expansive implications for preparing structure. The change of the method for work requiring more flexibility, and the creation and use of new advances, million of individuals are to be dealt with reliably in data upgrading program once in five years. It is unreasonable for such incalculable to leave their places of works or homes and get the opportunity to be fulltime understudies in the typical classroom. They should be given some choice modes which are need based, versatile and adroit. Detachment preparing and open learning system gives a reasonable choice mode with the objective to venture of the learner. Division and open preparing have now been decidedly settled on the Indian Educational scene as fundamental, convincing and noteworthy differentiating choices to the formal plan of giving direction and of extending the passageway of enlightening open entryways.

Despite the fact that the separation instruction framework are to assume a significant part in the instructive advancement of the nation, there is a lack both of prepared work force in separation training and, much more genuine, nonappearance of pertinent information which might be utilized for arranging separation training program. Practically the whole separation instruction is arranged and executed on the premise of natural judgments and presumption. Exploration is, along these lines, expected to: 1. Produce information of different angles 2. Empower experts to typify their experience of future analysts; 3. Give approach creators a genuine photo of the capability of separation instruction.

The purposes behind leading exploration on separation educator instruction is clarified by the requirement for deliberately building up an experimental base for taking dependable choices about separation instructor training. It includes an assortment of
components, for example, methods of instructor preparing, preparing background, educational modules and showing material, honing schools, and some more, which cooperate in complex elements absolutely through precisely arranged examination ponders.

Teacher education programme are under criticism for being theory-ridden, and for quality degeneration specifically due to the ill planned correspondence courses. Despite the criticism however, there does not seem to be visible research evidence to understand the system of teacher education. Most decisions, crucial to the developments in teacher education are made by a handful of decision-makers and seldom a need is felt for follow up research studies. This study analysis the differences is the teaching competence and attitude toward teacher of trainees through distance mode and formal mode of training in India. The study focuses on the following competencies, (1) Personal qualities, (2) Professional competence and (3) Classroom management. The finding of the study came up as: the trainees trained through distance mode was more competent in personal qualities and professional competence.

On the basis of findings and conclusions, it would be an welcome idea if efforts are taken in this direction. As a policy decision distance education system should be encouraged to offer teacher education courses as it is an equally efficient system. Moreover the Distance Education Institutions of the Conventional Universities should be encouraged to offer teacher education programme through distance education mode as this mode has proved to be effective in delivering of the programme. It is good to note that recently four NCTE recognized institutions have started of B.Ed. Programme through distance education mode. These institutions are Madhya Pradesh Bhoj Open University, Bhopal; Jamia Millia Islamia Centre for of Distance Education and open learning New Delhi, Tripura University, Agarthala; Uttar Pradesh Rajarshi Tandon open University, Allahabad.

The finding of this study justify the importance of distance education providing pre service and in service training of teachers through distance education mode is on two grounds: the demand of trained teacher is more than that cannot be met by the existing formal training colleges; and the government is unable to finance the creation of new colleges to meet this demand. The requirement for in service training through
distance mode is greater, as the trained teachers need to update their knowledge and skills to meet the growing curriculum load. This researcher sincerely feels that there is a need to impart pre-service and in-service training through distance mode. Thousands of primary teachers can be given in service training through distance education mode. Distance Teacher Training through satellite can be adopted. Direct interaction with the experts through a two way communication as part of training followed by a reinforcement mode. Improvement in the teachers’ performance is the most important challenge of primary and secondary education. Latest techniques of distance education programme in the form of videos, web based learning, and multimedia techniques can be used successfully and it could made the teachers’ training more effective. Development in the multimedia techniques have now made it possible for training to operate through computer mediated communication rather than by conventional paper based face to face processes. Quality improvement in school education, to a great extent depends upon the availability of the professionally qualified and competent teachers. This calls upon intensifying the nature of teachers’ education to meet the increasing demand of trained teachers. It can be fulfilled by distance education mode. High scores were found in teaching competence and, attitude towards teaching in the trainees trained through distance system of training. Those trainees who have a favourable attitude toward teaching also have a good preparation of skills. Both these variables have a significant positive effect on each other. In case of distance group high scores on attitude scale indicates that trainees have a favourable attitude towards the teaching profession, pupils, child centered practices, etc. It gives a strong message to those involved in training of teachers that it is not only important to empower the prospective teachers with knowledge and skills but training should be also to develop in them favourable attitude towards the profession and its allied aspects. Moreover, while selecting trainees for the training programme it should be ascertained that they have an inclination for teaching profession, which can be developed by giving them right inputs into a favourable attitude for the profession. While selecting the candidates for training, the knowledge should not be the only criteria for selection of candidates. It should be remembered that attitude has a major role to play in the manner a teacher behaves in class. Thus, attitude of the teachers towards the profession should be a major
consideration of selection of teachers. Awareness in this regard needs to be developed in the personnel's involved in the process of selection. It gives thought to those who are against distance education that the trainees trained through the distance mode were found to have more favourable attitudes as compared to this counterpart trained through the formal mode. Present study suggests the formal system of training need to be more adaptable, in order to use the flexible mode of training. The factors which affect the attitudes of trainees towards the teaching profession should be identified and eliminated and the studies should be done to improve their attitudes. It is recommended to the researcher to carry out case studies on a little sample after a survey studies, which are conducted on a large sample, such as the present study for putting forward the reasons of short coming clearly. should be included in the teachers training programme. Creativity, adaptability, leadership, subject mastery, resourcefulness, friendliness and organizing abilities are the source of the origin to generate the sense of responsibility among the teacher trainees, therefore, these sources should be included in the training programme. In the both type teacher training programme it is necessary that a teacher trainee should made aware towards some responsibilities like responsibility towards parents, family, society, education, job or profession, national and international situation or organization, responsibility for self, for changing situation etc. Thus the present research study shows that the distance training can work and if well designed can be educationally effective. It can be applied to the training of teachers and can be shown to the effective on a number of measures.

Earlier studies have indicate that distance education programme have often shown advantages over conventional programmes. Even international experience shows that the governments in developing as well as developed countries of the world are using distance education mode extensively to impart teacher education programme. In countries such as Hong-Kong; Zimbabwe and Kenya, imparting teacher education through distance mode has been made a part of the policy decisions in education.

In our context, distance education may be used to teach, support and develop teachers. As the N.C.E.R.T. started summer training programme for the in-service teachers during the 1960s, similar programme could be adapted for imparting teacher
education programme through distance education mode more effectively now with the availability of new information and communication technology.

**5.2 SUGGESTIONS FOR FURTHER RESEARCH**

The present study was gone for researching the effect of methods of instructor preparing on showing skills and state of mind towards educating of B.Ed. instructor students of Mahatma Gandhi Kashi Vidyapith University locale. It was additionally wanted to know the impact of methods of preparing in connection to sex and streams (workmanship/science) of instructor students. While the specialist's work in advancement, he attempted best endeavors to direct it, and, after its all said and done he in any case, felt numerous inadequacies at various stages. It was impractical to a solitary exploration to attempt every one of these focuses; consequently he couldn't do as such. Yet, it is only conceivable to other examination in the given bearings.

1. It is imperative to complete a study duplicated with more refined configuration of analysis. It is proposed that an exploratory examination outline might be utilized which makes it conceivable to see how methods of preparing impact mental, instructive and different attributes of educator learners.

2. Since the discoveries of the present study were delimited to the showing abilities of educator students at B.Ed., level, comparative relative studies might be completed at pre-essential, essential advanced education level with a specific end goal to recognize the effect of both kind of instructor preparing, program exhaustively.

3. It is vital to complete inside and out studies in which a correlation of instructing of skills expert responsibility and study propensities for the in administration educators prepared through separation and formal mode is made.

4. Future examination ought to focus on the investigation of bestow of two modes, i.e. separation and formal mode on the item variable of showing skills i.e. loving of students truant educator conduct.

5. A comparative study can be reached out to other expert courses like M.B.A. also, M.C.A. where in a correlation can be made amongst formal and separation method of preparing keeping in mind the end goal to measures the viability of these projects.
A study may be conducted in which the comparison may be made of the existing four year teaching training programmes and the traditional one year programme in order to find out which programme is more effective in the development of competencies.

A comparative study investigating the effectiveness of the IGNOU B.Ed. Programme and other distance education programme may be conducted in reference to the Curriculum the courses and the work culture of both programme.

It is important to carry out a study at a larger sample.

A follow up study may be conducted to known the impact of distance and formal mode of training on the professional success of the teachers.

Effectiveness of the teacher-education programme needs to be deeply analyzed. Rigorous systematic studies about the curriculum, the courses, the practices, the work culture in the institution should be the concern of research.

Distance education should have been studies more thoroughly by the distance education institution themselves. A beginning seems to have been made in studying the in service programme higher education conducted by Academic Staff colleges. This functioning and effect could be studied in greater detail. The conduct orientation programme, refresher courses which university teacher attends simplify because they are mandatory for promotion. The structure of teacher education programme continues unchanged while the nature of schools, the teachers and the teaching gets changed with cultural and technological changes in the society. The researcher should provide the fundamental grounds based on the research for effecting the needed change in teacher education programme.