CHAPTER VI

SUMMARY, CONCLUSION, SUGGESTIONS AND RECOMMENDATIONS

Extension Service Centres were established in Maharashtra at each District level. The main aim was to impart knowledge and training to the teachers so that they will be well equipped to meet the challenges of their teaching techniques and they will be able to provide up-to-date knowledge to the students. In a vast country like India where most of the population is living in distance villages it has become rather difficult to provide with all the amenities and facilities to the students and the teachers. In the absence of proper communication system and non-availability of teaching aids both the teachers and the taughts in rural areas are far away from the modern developments taking place in the field of education.

Ours is a developing country where it is not possible to provide the facilities to all the people. However, it is necessary to provide proper exposure to the teachers and the students in different disciplines. Most of the modern techniques, books and teaching aids reach to the metropolitan cities first and they are percolated to the other cities and some of the towns later. Many such good books, teaching aids and modern equipments do not reach to the villages at all. As a result of it the teachers and the students remained deprived.
If the teachers are introduced with the new techniques and devices of education they will be able to pass on new concepts to their students, to meet this need the Extension Service Centres was established. Infact the need of such education centre was felt in 1904 itself. This need was recognised during the later years as a result of which in 1955 and 1957 some Extension Service Centres were established in our country. In Maharashtra also after in each district such Extension Service Centres were established. The teacher selected from different secondary schools of the district are invited in these centes and they are imparted with the modern teaching aids, training and different curricular as well as extra-curricular activities that are useful for development of the teacher. Several such curricular and extra curricular activities are conducted under the broad heading Workshops, Seminar, Orientation courses, Meeting, Exhibition, Lectures of eminent personalities, school visit, discussion, School Complex Scheme, Library Services, Publication etc. Through these training the Extension Service Centres assumed that the teachers knowledge will be enhanced; his professional growth
and development can take place; the teacher can improve his teaching and make it effective. Improvement in school management can take place, National Integration can be developed, subject teacher association can be formed, the teachers can be motivated to acquire more and up-to-date knowledge; the teacher can be oriented or introduced to the new concept in his discipline and so on and so forth. Since the last 25 or more years these programmes are being conducted by the Extension Service Centres. To what extent the centres had fulfilled their objectives? To what extent the teachers were benefitted from the training they have received from the Extension Service Centre? Are some of the questions to which answers are being sought through this study.

The statement of the problem of the present study could be stated as follows.

"A CRITICAL SURVEY OF ACTIVITIES UNDERTAKEN BY EXTENSION SERVICE CENTRE IN THE STATE OF MAHARASHTRA".

To carry out an extensive, critical and evaluatory study of the programmes, courses and
training courses conducted by the Extension Service Centres in Maharashtra.

The evaluation and critical analysis is being done by the persons who are directly related to Extension Service Centres.

The main aim of study is to take an account of various training courses conducted by Extension Service Centre in Maharashtra and to examine the extent of fulfilment of the objectives for which the Extension Service Centres were established. The objectives could be stated as follows -

1. To collect the details regarding the training courses or activities conducted by Extension Service Centre during 1980 to 1990.

2. To find out to what extent to which the teachers who had undergone the training were benefitted by the activities or programmes conducted by Extension Service Centre.

3. To search whether the teachers had undergone training could improve their knowledge in the discipline.
4. To find out the degree to which the teachers could increase their professional growth and improvement.

5. To examine whether the training given helped the teachers in improving their teaching and making it effective.

6. To find out whether the training course was helpful in improving the school management.

7. To find out whether the teachers felt it that the National Integration was developed in them after undergoing training.

8. To search whether the training helped the teachers in formation of Subject Teacher Association.

9. To study the way in which the training motivated the teachers for acquiring more knowledge and up to date skills.

10. To find out whether the teachers were introduced with the modern and up to date concepts and knowledge in their discipline.
Delimitation of Study:

Since the study was carried out in all the twenty-eight Extension Service Centres, some of the delimitations were imposed upon, they are as follows -

1. The number of teachers selected from each district were relatively less.

2. For evaluation it was not possible to use the test devised specifically for different disciplines and hence through attitude inventories, the evaluation was made.

3. Since the number of Honorary Directors and Co-ordinators were limited, they all were included in the study, but that has resulted in unequal cell frequencies of the classified group because of which more sophisticated statistical techniques could not be employed.

At the first stage, the universe was finalised and all the 28 Extension Service Centres were included in it. In the sample of study, 28 Honorary Directors, 28 Co-ordinators, 240 Headmasters and 480 Teachers were included. Thus, the study sample comprised of 776 subjects. Since the number of
of female teachers was few, male, female classification was not made.

For collecting data four different questionnaires were constructed. The one was for Honorary Director, the other for the Co-ordinators, third for the Headmasters and the fourth was constructed for Teachers. In each questionnaire the initial part dealt with identification of data, later on the items/questions were framed such that they have direct bearing on the evaluation part of the study. The questionnaire constructed for Co-ordinator was an exhaustive one because through it was made known what are the different activities carried out by their Extension Service Centres. The questionnaire for Headmasters and teachers dealt mainly with evaluation part. All the possible formalities were observed while constructing the questionnaire. Before using the questionnaire for final data collection they were launched for pilot study and only after pilot study the questionnaires were finalised for main investigation.

Two techniques were used for collecting the data, the one was mailed questionnaire technique and the second
personal interview techniques. Since the distances were long and scattered all over Maharashtra it was not possible to contact each and every individual incorporated in the study as an effective sample, hence assistance or help of the respective Co-ordinators were taken. However, when it became inevitable some of respondents were interviewed personally. Even considering the large number of non replies, from a good number of subjects the data were collected.

For statistical work the data were subjected to Mean, S.D. Analysis of variance and Ducan's New Multiple Range Test. The analysis and evaluation was done mostly on the following eight dimension or factor/variable, enhancing knowledge of teachers. Professional growth and development, improvement in effective teaching, improvement of school management, developing National Integration, formation of subject teacher association, motivating the teachers and orientation of teacher or introduction to new concepts.

Keeping all these in view the following assumptions were tested -
1. Activities carried out by Extension Service Centres help in enhancing the knowledge of teachers.

2. Professional growth and development of teachers is possible through the activities conducted by Extension Service Centre.

3. The teachers participating in the course can improve their teaching and it results in effective teaching.

4. The activities and training imparted through the Extension Service Centres help in improving the school management.

5. National Integration is developed among the teachers who participated in the training programmes conducted by the Extension Service Centres.

6. The participant teachers get encouragement in forming the subject teacher association through the activities and the training given in the Extension Service Centre.

7. The teachers are motivated for overall development through the training and activities conducted by Extension Service Centre.
8. The teachers participating in Extension Service Centres are oriented towards new knowledge and they are introduced with new concepts in their disciplines.

The four classified groups it was believed that agree with the assumptions of the study. For analysis and interpretation of data the total sample was divided into four classified groups. On the eight different dimension or factors their views or attitude were measured. First, the analysis was carried out with the Mean and S.D. Later on the data were treated by one way ANOVA for unequal cell frequencies and finally for searching the intergroup mean differences the data were treated by Ducons New Multiple Range Test. On the basis of findings of results the following inference's were drawn -

1. There was no much agreement among the four groups regarding the effectiveness of training imparted in Extension Service Centres on the point that it helps in enhancing knowledge of teachers. The Co-ordinators had the highest favourable attitude regarding it while the Headmasters had exhibited relatively
less favourable attitude, but all the four group of subjects agreed that the training or the activities are helpful in enhancing the knowledge of teachers.

2. There was complete agreement, all the four group of subjects agreed upon the point at professional growth and development of teachers takes place through the activities and training carried out in Extension Service Centre.

3. It was assumed that improvement in effective teaching takes place after attending the training courses conducted by Extension Service Centre, however, though all the four groups of subjects exhibited positive opinion there was disagreement among them and it was because of some what negative attitude expressed by the group of Headmasters. The most favourable attitude was that of group of Coordinators and least favourable attitude was that of group of Headmasters. Despite the Headmasters negative attitude the findings supported the assumption to a
greater extent. Thus, it could be inferred that Extension Service Centre proved helpful in improving effectiveness in teaching.

4. Management of school is tedious job, important hints are given and effective ways of school management are taught through the activities conducted by Extension Service Centre. This training helped most of the participants in improving their school management. All the four classified groups agreed upon the view that school management is improved when the techniques learnt with Extension Service Centre are employed in managing the school.

5. Teachers from different communities and different areas participate in the training programme. They live together, act together and even dine together it gives them opportunity to understand each other. All this leads to development of National Integration. All the four group strongly agreed on the point that the training helps in developing National Integration among the teachers. However, some of the groups strongly agreed with while the other did not for example the Co-ordinators
exhibited the most favourable attitude on this point and the Honorary Directors gave the poorest favourable attitude even the Headmasters were observed to be little reluctant.

6. Formation of subject teacher association helps the teachers in many ways. They can solve their subject difficulties by consulting each other through the association. They can learn many new things and the most important is interaction takes place in the association among the teachers. The Extension Service Centre conduct such activities that through it the teachers are encouraged to form the subject teacher association. Even the Co-ordinator helps in forming the association and the teachers are motivated to join it. They also help in reviewing or revitalizing the subject teacher associations, it was observed that all the four groups of subject have rating above mean score indicating their positive attitude, but some of them expressed very high positive attitude, the others did not. For example, Co-ordinators and Honorary Directors had given the highest rating but the Headmasters had given a poorest rating.
7. For most of the teachers access to the libraries and to the new books is difficult, because they are either working in the small places or the places are far away from district headquarters. As a result of this these teachers do not come across new ideas and new concepts introduced in their discipline from time to time, when they participate in the training programmes arranged by Extension Service Centre. They are oriented towards the new terms or the new concepts are introduced. This objective is also satisfactorily fulfilled by the Extension Service Centre. This was reported by all the four classified groups among them relatively the most favourable attitude was expressed by the group of Co-ordinator followed by the group of Honorary Director. Though favourable but relatively poorly favourable attitude was exhibited by the group of Headmasters.

Though there were little variations and extremely favourable attitude were not expressed most findings of the study were observed supporting the hypothesis or the assumptions tested.

Suggestions :-

Keeping in view the findings of present study
following suggestions are made.

1. More studies evaluating in nature need to be conducted for testing the effectiveness of activities and training courses conducted by Extension Service Centres.

2. Instead of carrying out cross-sectional studies on this topic longitudinal studies need to be conducted so that the cumulative effect can be tested.

3. Practical training of various activities where the teacher participants will work actively must be carried out and then the evaluation of the practical training must be done.

**Recommendations:**

In fact there are several recommendations made by various Government and Non-Government Organisations regarding in-service training of the teachers. On the basis of the findings of study following recommendations are made.

1. The participant teacher should not agreed only a passive listener he must be actively participating in each and every activity. The training course must be designed keeping this objective as a guide point.
2. Both reward and punishment must associate with each training programme, follow ups must be carried out to examine that the training given to the participants is being effectively utilised in every day teaching job.

3. Periodical assessment must be made objectively and it should be linked or associated with the promotion etc.

Limitations of the Study:

Before generalizing the results following limitations must be taken into consideration.

1. In proportion to the number of teachers the size of teacher sample was relatively less.

2. For analysing the data only univariate approach was made multi variate approach could not be utilised.

3. There is little gap between the data collection and the presentation of the data.