CHAPTER – V

SUMMARY AND CONCLUSION

The level of educational achievements in a particular society can only be evaluated on the basis of the performance of teachers at both – institutional as well as societal levels. There has been common consensus among the intellectuals and the policy makers that there is an urgent need to give due consideration to the issues related to teachers so as to provide quality education to children. Keeping this fact in mind, there has been series of inputs in the state. It is probably for the first time in the history that the elementary education has been given the shape of National Movement in the form of Sarva Shiksha Abhiyan (SSA). It is through this programme that the dream of qualitative comprehensive education is being realized in the state. In this regard the role of a teacher is of paramount importance. There have been number of Teachers’ Training Programmes being organized in the state mainly through District Institute of Education & Training (DIETs) under SSA. One of these programmes is in-service training, which is given to the teachers who are working under state or local Government in the respective management schools.

In-service teacher training may be understood as professional development, or sometimes as part of wider professional development or growth. The career development is understood as growth through natural promotion, from one stage of teacher’s professional career to another. The notion of the experiential growth is usually anchored in a succession of a few clearly delimited stages. This category is directly related to the
professional and personal maturing of the teacher. In-service teacher training is usually defined as the provision of organized programmes for practicing teachers, meant to help them as one of the possible systematic steps to support their development. These systematic steps, or planned situations, offers, possibilities and events supporting teachers’ professional development have been becoming more and more varied in the last two decades. New information technologies, modern learning theories, a much better mobility of teachers, and many more factors, is what makes for a variety of in-service teacher training forms expanding study of texts and other documents in the Internet, e-learning discussion forums, international visits, student exchanges, and mainly in-school activities, such as action researches, project work, supervision, visits, discussion groups, and so on.

The present study mainly emphasizes on the overall impact of training programmes being organized under Sarva Shiksha Abhiyan in Visakhapatnam district, particularly in terms of implementation of new and innovative teaching techniques at classroom level by the teachers after getting such trainings.

In this regard the investigator has reviewed many books, articles and research papers in connection with the study. They were mainly related to teacher education, in-service training, in-service teacher training, learning techniques and functions of DIET & SSA. Majority of the studies reviewed, focused on the quality of training programmes. Research journals on education were referred to collect information regarding new trends in the field of in-service teacher education. The reviews helped the investigator to develop an insight in planning the modus operandi of the present study.
In order to assess the performance output of the teachers, the researcher adopted standardized education methodology of eliciting the perceptions of teachers and observations from the institutions. The method followed for sampling is stratified random sampling; the researcher also covered different variables for measurement of perceptions of teachers regarding the impact of in-service training under SSA classroom interaction in Visakhapatnam district.

5.1 Need for the study

One of the most important issues concerning educational systems is preparing the students to get the highest possible achievement. The significance of this issue arises from the relationships between the educational system and other social, political and cultural organizations. The issues of achievements and underachievement among students have been studied by various studies.

Various studies found training has a significant effect on teacher productivity in education system. So since the teacher training aspect plays an important role in influencing productivity, the present study aims at examining the effect of in-service teacher training course on the productivity of teachers.

Therefore, the teacher training aspect plays an important role in influencing productivity, the present study aims at examining the effect of in-service teacher training course on the productivity of teachers. The in-service training course consists with five professional competencies to be achieved by all pre-service training teachers in order to be certified. These
professional competencies will be employed as predictors to the dependent variables. Hence, the main objective of this study is to investigate the impact of in-service teacher training under SSA classroom interaction. Therefore, this study focused on the following objectives:

5.2 Objectives

The main objective of this study is to investigate the impact of in-service teacher training programme under SSA in classroom interaction. Therefore, this study focused on the following objectives:

1. To study the perceptions of trainees about in-service training programme under SSA.
2. To measure the achievement levels of upper primary teachers under in-service training programme under SSA.
3. To analyse the knowledge of upper primary teachers in social study subject.
4. To observe and analyse the changes in classroom situation after implementation of inputs provided to trainees during the training programme under SSA.

5.3 Hypothesis of the study

In order to investigate the research questions cited in Chapter 4 of the study, the following hypothesis were formulated. They are presented in the form of null hypothesis below.
1. In-service teacher training programmes can be helpful in increasing the teachers’ effectiveness in classroom particularly in terms of the teachers’ performance.

2. Teacher training programme under SSA can be made more result oriented in making them useful and need based which could change the approach and personality of the teachers.

5.4 Methodology

The present investigation aims to evaluate the impact of in-service teacher training under SSA classroom interaction in Visakhapatnam district. It attempts to ascertain the factors from teachers and school observations for the successful functioning of upper primary schools and their impact on the performance of the teachers and finally evaluate the development of upper primary education in the study area. The main aim of the study is to investigate the impact of the in-service training through SSA in classroom interaction of the upper primary education at grass root levels of the education system study areas. The study also focuses on the performance of upper primary school teachers on achievement of classroom interaction. In this connection the researcher has taken up four mandals viz. Visakhapatnam (urban), Gajuwaka (semi-urban), Anakapalli (rural), and Paderu (tribal) in Visakhapatnam district as the areas for investigation. The varied nature of the study demands at least a semi-cultural group, which is in touch with the literacy rather than a sample from remote rural areas. Therefore, the investigator has use survey method for data collection.
Since, the purpose of this research is to know the opinion of the teachers on the impact of in-service teacher training under SSA in classroom interaction, the study demands direct answer from the subjects without any ambiguity will determine the factors contributing positively or negatively for assessing the functioning and the effect of the SSA programme among rural, urban and tribal area upper primary schools. Therefore, the schedules and questionnaires are the main tool for collection of data from the respondents.

In the present study the researcher has used four types of tools. Each one used for a different purpose. The schedule-1 is used to analyse the Trainees’ perception about in-service training programme, questionnaire-2 is use to conduct an achievement test on general studies, questionnaire-3 is used to conduct an achievement test on social studies for social science teachers and the schedule-cum-questionnaire-4 is used to classroom observations.

5.5 Limitations of the study

This study is limited to the in-service training teachers working in secondary schools of Visakhapatnam Districts. It The opinions obtained from the teachers to study only to find out the impact of in-service teacher training programme under Sarva Shiksha Abhiyan in classroom interaction.

5.6 Data

In order to acquire the primary data, the researcher visited the District Education Office at District Head Quarters of Visakhapatnam to identify the list of schools and list of teachers working at those schools. After collecting
the necessary information the investigator personally visited the selected school and contacted the teachers for administer questionnaires from the respondents. The researcher has conducted the achievement test to the teachers on general and social subjects to find out the performance of the teachers in relation to in-service training under SSA. Requisite additional data was gathered from the books, journals and internet. Finally the data were computed and processed by a statistical package called SPSS for testing the results.

5.7 Major Findings

After collecting the necessary information from the teachers, the data was administered for statistical treatment in order to arrive at conclusions. In the process of data and testing of results the following findings were derived.

A. Trainees Perception about In-Service Training

1. It has noticed from the response of the in-service training teachers that more than twenty percent are facing difficult to attend training classes because of notice given was too short, the venue of training place was long distance from their home and some other difficulties like lack of time, health problems etc. but more than thirty percent of the teachers felt there was no difficult in attending the training. Hence a significant number of respondents felt in-service training improve the teaching proficiency in the schools.

2. The response of the sample teachers infers that irrespective of their working area, more than sixty percent are attending the current training sessions but they felt the training dates are not suitable to them.
3. More than sixty percent of the sample teacher said there is library facility at the training centers but a dominated group of respondents are not at all visited the library at the training centers.

4. The response of the teachers indicates that more than sixty percent of the trainees have received training materials before the training and they have read the material during the training period. Since, a significant number of teachers did not read the training methods because of its difficult to understand and lack of time to read the material.

5. The analysis of data conclude with major deficiencies identified at training centres by the teachers are no practical exercises, difficult language, lack of examples and other problem like improper presentation of content, content was too theoretical etc.

6. A major group of in-service teachers felt the training programme was relevant to their needs because they felt lecture/ discussions, practical work, group discussions, self-study and guided study are most useful in the transaction methods used at training programme.

7. More than fifty percent of the sample teachers said that the reading and writing materials have given at training centres during the training period but they did not completed the reading and writing assignments as required by the training centre.

8. The opinions of the teachers on use of teaching aids shows good and excellent, but in the participation of topic shows found average and below average.

9. It can be concluded that the interaction between trainees and resource persons found good and excellent but mastery over the subject shows
average and below average.

10. Forty percent of the teachers felt the presentation of concepts is good and excellent but they are not satisfied with opportunities given to trainees to seek clarification.

11. A significant number of teachers felt the training programme help them and enrich training understanding of the contents covered and they useful in learn things that they did not know before.

12. It can be concluded from the data that major group of teachers felt making it more interactive in the class and explaining some topics in a better way are learnt useful in improve the teaching. Whereas, giving more appropriate assignments and have works to children and testing students and using results for improvement of teaching are useful to some extent. Nearly forty percent of the respondents felt that paying attention to the children with learning difficulties in the class is most useful to improve teaching.

B. Achievement Test of Upper Primary Teachers

1. Fifty percent of the teachers opined that a teacher should have a quality to look after the welfare of a student and for their all round development.

2. It can be concluded from the response of the teachers that regular practice of the pledge by the students will increase their personality development and they opined the teacher should provide free atmosphere on the classroom to bring out the internal skills and capacity of a student.

3. Most of the teachers opined that 6-14 years of the age group of
children is eligible for free education which has given by the constitution of Indian government and they felt the children will lose rights and child life by the child labour. So the society is total responsibility of a school performance and functioning.

4. Majority of the teachers in the study have felt the questioning capacity increased among children by scientific knowledge and also by encouragement, but severe punishment given to students by the teacher is an action of mentally disorder and injustice.

5. The cruel behavior of the adults will create fear, excitement and anxiety among children. Whereas, homework given to children on many subjects will help them to better and more practice.

6. Most of the teachers opined the standards of rural area students are average and equal to urban area students and they felt the internal strengths of students will come out by creating natural practice atmosphere in schools.

7. According to the opinion of the teachers the important things in creation of textbooks are create coordination in different language cultures among children.

8. The drop out children and low age group children are getting help from RBC/NRBC/Special training centres.

9. Majority of the teacher opined that NCF 2005 indicates the children develop their knowledge individually by personally participating in practices and home works given on different subjects, and they felt special quality of a teacher is closeness to every children and make them intelligent and they should be expert in study subject assigned from the text books.
10. In-service training teacher association and pre-service training are the resources for the development of professional skills of a teacher.

11. Even though the teachers provide equal opportunities to all students and treat the children like a father they should consult with academic monitoring committee, parents and head masters for the improvement of knowledge of children.

12. The development activities of the schools are planes on the total children development with the help of society, annual institutional plan, time table schedule and general facilities provided to the children in the schools, then the internal capacity among children can be identified by think individuality and freely. But the important things in planning of teaching and training activities of children are remembering things of general skills.

C. Achievement Test in social studies for upper primary Teachers

1. Teachers from all the selected four areas opined that the behaviour of children in upper primary level should pay attention on new things and desire reorganization by others.

2. The most important things learnt by children are do reactions with instruments, reaction with co-children, reactions between children and teachers, information reaction.

3. The main aim of social science teaching is to make students as a good citizen, improve the skills of social life and to improve the behaviour of children. According to NCF 2005, the model of social science should discuss about local, national and international relations and also discuss the present, past and future events, and it also discuss the
problems of present society and suggest the solution.

4. The NCF 2005 also initiated the important behaviour of the social study is discuss about the local, National and International relations, critical discuss the present, past and future events, and also discuss the societies of present with solver. And it can be concluded that the teacher has given practical to experience children are the part of lesson plan and subject knowledge initiated by NCF 2005.

5. The main aim of social science study is information about the structure of Local, State and National Governments, information about the development Geographical, Economical resources and also creating good citizen by proper utilisation of natural resources.

6. The teachers opined that the target of social science teaching at upper primary level is to create ideas about our culture and to develop knowledge on protect democracy and remove inequalities on the society and the key points of value measurement in social science teaching are estimate the intelligence & ideology, bio-values measurements and regular values measurement.

7. According to the opinions the sample teacher, the laboratory of social science are society, family, school and classroom.

8. Most of the teachers felt that nobody can imagine the future changes, prevailing of insecurity and cannot estimate the social changes, if the lesson plans of social science not in a proper way.

9. There is no clarity with the response of the teachers about meaning of P.A.S.S because some said programme for acquisition of social skills, some others said programme for acquisition of science skills and programme for acquisition of survival skills. Whereas, the skills
increased by P.A.S.S are knowledge on techniques, analysis on information gathering and project works.

10. It can be conclude from the response of teachers that knowledge and information are not the same but knowledge is constructed.

11. According to the response of the teachers, maps are sketch of sky, sketch of lands surface and sketch of sea, and the important things in map knowledge are read the map, write the map and identify in map.

12. According to the response of the teachers it shows that the social science lesson for the development of knowledge is speech, history and pre & post procedures, and the goal of history lesson in social science are kingdom and religions amendments and kings and their ruling system.

13. At primary level, the teaching of environmental science will help the integration in differentiation, analysis on social resources, protection of natural resources and awareness on utilization, and knowledge on socio-economic factors.

D. Classroom Observation Schedule

1. It can be concluded that fifty percent of the classrooms were observed that the previous knowledge experience of the students was utilized, whereas, more than fifty percent of the teachers in the study area are not specialized in subject. Still, they are explaining their ideas satisfactorily.

2. More than fifty percent of the classrooms in the study area are utilizing practical aids and observed that students are attending practical classes.
3. Less than fifty percent of the classrooms in the study area have been shown teaching aids in time and the teachers are utilizing these teaching aids in the classroom. These teaching aids subject related and the teachers are utilizing them at the time of teaching the lessons.

4. It is regret to say that fifty percent of the classrooms are not having running boards.

5. Most of the classes were conducted class-wise teaching. Still some classes are running with combined classes. Even then there is a friendly atmosphere among students because there are suitable arrangements for combined classes. These combined classes are conducted for group and individual activities and these classes are managed to combined two classes.

5.8 Conclusion

It is undoubtedly true that the in-service teacher training under SSA constitute the cornerstone of the entire education system in Andhra Pradesh. The teachers need the proper platform where they could get latest information mainly about the latest teaching techniques and strategies. The modern methods and approaches to interact with the students effectively being devised by various scholars of modern time should be brought down to the level of the teachers associated with upper primary education. As many as the teachers opined that there is no difficult in training, but a significant number felt the commence period was very short and the location of training programme was long distance from their working place.
The training component has been judged useful for teachers to a large extent in the areas of; use of Teaching Learning Material in classroom situation, activity based teaching and child centered approach followed by subject enrichment. Training material was made available to 98% trainees/participants as and when the training programmes were organized.

The Resource Persons stressed mainly on lecture-cum-discussion approach while communicating with the trainees instead of demonstration techniques, which were rarely used during the training programmes. Usefulness of resource material in the actual classroom situation is not as effective as it should have been.

The study clearly shows that the gender gap in the distribution of teachers in aforementioned number of schools selected for the study is more and needs to be leveled off. Majority of the teachers serving at primary level in the selected schools are not possessing higher academic qualifications. However most of them possess the desired professional educational qualifications.

5.9 Suggestions

- The training should normally be in relation to the needs and requirements of teachers and schools, taking into consideration emerging trends and concerns in education. The emerging concerns need to be essentially incorporated both in pre-service and in-service training programmes including short duration of orientation of teachers.
• To make teachers professionally competent they need to be trained in ten vital areas as suggested by NCERT (2009) namely: contextual, conceptual, content, transactional, educational activities, developing teaching learning material, evaluation, management, working with parents, community and other agencies.

• Teachers need to study variety of books for ensuring effective delivery system in the classrooms situation.

• It needs also to be recognized that to develop competency to perform functions effectively at the school level depends significantly on teachers themselves, through assessment of their own deficiencies and by seeking information and resource support from different educational institutions and other sources.

• Training input must reflect in the actual classroom teaching process. It should be activity based and not lecture-cum-discussion based.

• Strong monitoring mechanism need to be developed at the institution level in particular, block and the cluster level in general to identify and resolve the issues on the spot.

• Training to in-service teachers must be imparted with the sole objective of qualitative improvement in the skill, knowledge, communication and handling of real classroom situation.

• Training of teachers is also needed in the areas of Co-scholastics/ Co-curricular activities i.e., drawing/painting, music/dance/ drama, sports/games, cultural activities, social service activities, beautification/cleaning of school, scouts and guides, observation of healthy habits (nails, teeth, washing hands before meal), health
checkup, so that teachers could explore the hidden talent of the children at the early stage.

- Focused group discussion and practical work should be made the part and parcel of the training programmes so that the doubts in the minds of the trainees could be removed on the spot.
- Effective feedback should be collected for future improvement in training programmes.
- The resource persons at all levels wherever training is imparted should have mastery over the subject of their respective field. The selection criteria for the appointment of these persons should be very rigorous and transparent.