Chapter 6

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SUMMARY, FINDINGS AND SUGGESTIONS

6.1 Introduction

Sarva Shiksha Abhiyan (SSA) is the flagship programme of Government of India to universalize and improve the quality of Elementary Education in a mission mode with in a clear time frame work through decentralized, context specific planning and implementation strategy. The programme envisages partnership between the Central Government, State Governments, Local Bodies and Community. SSA aims at empowering teachers and other functionaries working at various levels and intents to improve the quality of in-service programmes.

The strength of any nation depends upon the quality of education of its citizens. Professional development of teachers is a must for improving the quality of elementary education. Quality of teachers is directly and positively related to the quality of education. The teachers are the most vitally significant elements in the educational situation who develop and transact the curriculum. The quality of teachers therefore is a matter of deepest social concern. SSA recognizes the critical and pivotal role of teachers and envisages provision for 20 days in-service programmes for elementary teachers associated with SSA in all states across the country every year. The teachers and other functionaries interact with resource persons during the in-service programmes and resolve their academic problems or seek guidance to improve their class room practices.
6.2. Need and Significance of the Study

SSA is a national programme and the strategy, content and interventions of in-service teacher training programmes are worked out state specifically. The investigator who worked as State Programme Officer in SSA, Kerala felt that both Kerala and Tamil Nadu had gone a long way ahead in empowering elementary teachers under SSA in order to ensure quality of education. The investigator has undertaken the present study to critically examine the in-service training programmes carried out in Kerala and Tamil Nadu under SSA with a view to formulating suggestions towards achieving quality parameters of in-service teacher training programmes as envisaged in National Curriculum Framework (NCF-2005).

The study is focused on the training profile, theoretical foundations of pedagogy, the nature, periodicity, organization, mode of delivery and periodic quality checks of the in-service teacher training programmes under Sarva Shiksha Abhiyan in Kerala and Tamil Nadu with a view to planning and implementing more teacher based, school based programmes so that teachers can perform their significant role more effectively in the context of child centered, activity based and process oriented pedagogy. It is also expected that research based data can be made available for planning the qualitative development of teacher training programmes at the elementary level all over the country.
6.3 Statement of the Problem

In-service teacher training is one of the major interventions of SSA to provide quality education to all children. Even though there is a national framework for the implementation of SSA programmes, the parameters of the training programmes are formulated differently in Kerala and in Tamil Nadu. The investigator compared the different parameters of in-service teacher training programmes formulated in the two neighbouring states Kerala and Tamil Nadu which included the training profile, pedagogic considerations that have gone into the teacher training programmes, the mechanism for monitoring and follow up, modes of delivery, the initiatives undertaken for research climate in schools and the perceptions of teachers about the effectiveness of the training programmes. The investigator studied the parameters of different components of in-service programmes of the two states for mutual sharing of the benefits to ensure quality education. As such the study is entitled:

**IN-SERVICE TEACHER TRAINING PROGRAMMES UNDER SARVA SHIKSHA ABHIYAN IN KERALA AND TAMIL NADU: A COMPARATIVE STUDY.**
6.4 Objectives of the study

1. To critically analyze the training profile and theoretical foundations of pedagogy of in-service programmes organized under Sarva Shiksha Abhiyan (SSA) in Kerala and Tamil Nadu.

2. To compare the in-service teacher training programmes organized under SSA in Kerala and Tamil Nadu with respect to nature of training, mode of delivery and monitoring.

3. To examine the mechanism for the follow up of in-service teacher training programmes organized under SSA in Kerala and Tamil Nadu.

4. To find out the perceptions of the teachers about the effectiveness of in-service programmes organized under SSA in Kerala and Tamil Nadu.

5. To identify the initiatives undertaken by SSA to generate a climate of research in schools and among teachers in Kerala and Tamil Nadu.

6.5 Method

The present study is a descriptive study designed in a comparative framework and the data were collected through survey method. The following tools were devised by the investigator and used for the present study.

- Questionnaire for Teachers
- Focus Group Discussion Format.

The study covered Kerala and Tamil Nadu. Keeping in mind the size of the population and nature of clientele, purposive sampling technique were used for sample selection. Trivandrum district in Kerala and Kanyakumari district in Tamil Nadu were chosen. The two districts were selected because the literacy rates of the two districts are almost equal and both the districts have three educational districts. Five blocks were selected randomly from each of
the two districts covering all the educational districts for collecting the primary data. The secondary data were collected from the documents developed in the two states which included Kerala Curriculum Framework (2007), State level and District level Annual work plan and Budget 2010-11(SSA-Kerala and Tamil Nadu), Facilitating Training programmes - A handbook (General Education Department, Govt. of Kerala), Activity Based Learning (SSA, Tamil Nadu), Active Learning Methodology (SSA, Tamil Nadu), In-service teacher training (SSA, Tamil Nadu).

As part of the study, a cross section of over 300 elementary teachers under five Block Resource Centres (BRCs) from Trivandrum district in Kerala and Kanyakumari district in Tamil Nadu were contacted to have their perceptions on the effectiveness of in-service programmes provided to them under SSA in the two states. A questionnaire was prepared for gathering the perceptions of teachers on the effectiveness of the in-service training programmes they underwent and it was translated to Tamil and Malayalam. Then a pilot survey was conducted for its validation. The questionnaire elicited information related to the nature of training, mode of delivery, monitoring, co-curricular and financial aspects, onsite support and perceptions of their ability to carry out different tasks in classrooms and in schools. It was then administered among the respondents by visiting the cluster training canters during training programmes. The investigator prepared a time schedule for 4 months with the help of the SSA Officials of Trivandrum and Kanyakumari districts and collected data. In all, 365 questionnaires were collected from Kanyakumari District and 385 from Trivandrum District. From these 300 questionnaires from each of the sample districts were finally selected for analysis considering how well they were filled in.
Focus group discussions were conducted with the SSA functionaries who envisage and implement the in-service programmes at state and the district levels in Kerala and Tamil Nadu to collect relevant data to analyze and compare the in-service programmes conducted under SSA in the two States using the focus group discussion format. The tool focused on different aspects like the emerging constructivist paradigm in the state as envisaged in NCF-2005, training profile, nature of training, identification and analysis of training needs, curriculum of in-service programmes, mode of delivery, monitoring, research activities, follow up of in-service training programme etc. In each state three focus group discussions were conducted; one at state level with state level SSA functionaries and two at district level with district level and block level functionaries.

The responses on questionnaire were tabulated district wise and consolidated to compare the in-service programme under SSA. The responses of the focus group discussions conducted in the two states were consolidated item wise for qualitative analysis. The secondary data were analysed and interpreted. Percentage and frequency distribution were worked out. Critical ratio was used to analyze and interpret the results of the responses systematically. Critical Ratio was determined on the basis of the comparison of the percentage of teachers in Kerala and Tamil Nadu who made the responses. In order to maintain the logical sequence of and for lucid presentation of results and findings, the whole analysis has been triangulated. The entire analysis has been carried out with in a comparative frame work.
6.6 Major Findings

- Analysis of the in-service programmes under SSA in Kerala and Tamil Nadu revealed that the two states have designed a well structured training profile for a continuous in-service training programme to provide the teachers the opportunity to grow up in their profession.

- Both Kerala and Tamil Nadu provide 20 days of in-service programme for primary teachers per academic year as per SSA frame work and follow split up model for organizing in-service training for elementary teachers.

- The split up models are different in Kerala and Tamil Nadu. There is no vacation training programme in Tamil Nadu. In Kerala 8-10 days BRC level training programme is planned during vacation whereas in Tamil Nadu 10 days BRC level training is planned on working days. Both Kerala and Tamil Nadu provide 10 days monthly cluster training. The nature and duration of the BRC level programmes are different in Kerala and Tamil Nadu. The BRC level vacation training in Kerala is conducted in a stretch where as in Tamil Nadu the BRC level training programmes is provided not in a stretch but it is provided in the form of 2-3 days programmes.

- Both Kerala and Tamil Nadu conduct cluster training programmes once in every month on Saturdays. In Kerala cluster training programme for lower primary and upper primary is organized once in every month on
the same day whereas in Tamil Nadu cluster training for lower primary teachers are organized on the first Saturday and for upper primary teachers on the third Saturday.

- The training modules in the two states are prepared on the basis of need identification and analysis. In Kerala, SCERT, DIETs and SSA are mainly involved in the process of need identification whereas in Tamil Nadu DTERT, DIETs and experts in the field of education are mainly involved in the process of need identification. In both the states sample survey is used for need identification.

- In Kerala and Tamil Nadu the content areas are selected every year on the basis of need identification. Enough exposure has been given to the theoretical and transactional aspects of the revised curriculum in both states.

- The areas selected for Learning Enhancement Programmes (LEP) are different in the two states. In Kerala the LEP programmes aimed at enhancing the proficiency of learners in languages, competency in mathematics and science, reading, theatre techniques for learning, hygienic living and enhancing awareness on environment. In Tamil Nadu LEP aimed at providing additional inputs for enhancing knowledge in Mathematics, Tamil and English. LEP programmes in Kerala were conceived as research based remedial programmes to improve the performance of children whereas in Tamil Nadu LEP programmes are conceived as additional inputs.
• The in-service programmes in Kerala have been designed in consonance with the revised school curriculum and in Tamil Nadu the in-service programmes have been designed in consonance with Activity Based Learning (ABL) and Active Learning Methodology (ALM) introduced in the state.

• The two states have undertaken good initiatives to evolve multidisciplinary approach to teacher empowerment programmes and on-line collaborative projects of teachers and students inside.

• The two states have tried various innovations in teacher empowerment programmes like exposure trips to schools which project success stories and exhibition of the portfolios of children in training centres to highlight the achievements of children.

• Both individual and group focused strategies are used in Kerala and Tamil Nadu for sensitizing the teachers about the issues. The training profile in the two states recognizes learning as a participatory and self experience based process in which the learner constructs knowledge through interaction, observation, assimilation and reflection.

• The two States follow training by facilitation. The two states use ICT as resource in teacher empowerment programmes for the wider dissemination of information to break the isolation of teachers while promoting academic support and collaboration.

• In Kerala the preparation of modules for teacher training is decentralized. In Tamil Nadu the training modules for all type of
training are prepared at State level. In Kerala the modules for the vacation training programmes are prepared at state level by SCERT. DIETs are entrusted to the preparation of modules for cluster training.

- In Kerala the practicing teachers have given a lot of opportunities at all levels for their empowerment ensuring their involvement in all activities from fixing the objectives to preparing modules for training and cascading the training as resource persons. In Tamil Nadu the teachers get opportunity to act as resource persons in cluster training programmes.

- In both Kerala and Tamil Nadu resource groups are well structured and well trained for cascading the programmes to teachers at BRC and CRC levels.

- There was steep rise in the approved outlay of SSA Kerala during the period from 2002-03 to 2010-11 (2002-03=8682.53 lakh; 2010-11=43218.61 lakh). The flow of fund from Government of India increased from 3259.26 lakh to 19660.73 lakh and Government of Kerala from 312.77 lakh to 13355.77 lakh during the period from 2002-03 to 2010-11. Rise in expenditure is seen from 2485.81 to 25126.47 during the period from 2002 to 2010-11. There was steep rise in the approved outlay of SSA Tamil Nadu during the period from 2002-03 to 2010-11 (2002-03=184.22 crore; 2010-11=1479.4 crore). The flow of fund from Government of India increased from 135.27 crore to 624.65 crore and Government of Tamil Nadu from 45.09 crore to 332.43 crore.
during the period from 2002-03 to 2010-11. Rise in expenditure is also seen from 101.83 crore to 1358.09 crore during the period.

- There is remarkable progress in the flow of funds from Government of India and the State Governments for conducting the various activities coming under the different interventions of SSA in Kerala and Tamil Nadu during the period from 2002-03 to 2010-11. It is also seen that there is considerable increase in the expenditure of SSA in Kerala and Tamil Nadu during the period from 2002-03 to 2010-11.

- Both Kerala and Tamil Nadu have got considerable financial support from Government of India for implementing the interventions of SSA in the period from 2002-2003 to 2010-2011 (Kerala = 803.13 crore, Tamil Nadu = 3097.9 crore). The comparison of fund flow shows that Tamil Nadu has got more financial assistance from Government of India than Kerala (Government of India fund to Kerala = 803.13, Tamil Nadu = 3097.9 crore). The total expenditure of Tamil Nadu is greater than Kerala during the period from 2002-2003 to 2010-2011 (Kerala = 65.5%, Tamil Nadu = 82.16%).

- In Kerala there is considerable progress in the achievement of physical target in the in-service programmes in all years from 2002-03 to 2010-11 except in the periods 2004-05, 2006-07 and 2008-2009. 100 percent achievement in physical target was recorded in the year 2005-06 and 2010-2011. 94-99 percent of physical achievement was noted during the years 2006-2007, 2007-2008 and 2009-10. The lowest physical
achievement was seen in the year 2008-09. Steady progress in financial achievement could be seen in all years from 2002-03 to 2010-11 except in 2008-09 and 2010-11 (8.79%, 20.73%, 25.02%, 38.08%, 45.37%, 81.40%, and 81.46%).

- In Tamil Nadu there is remarkable progress in the achievement of physical target in the in-service programmes in all years from 2002-03 to 2010-11 except in the period 2006-07 and 2009-10. The physical achievement in 2006-07 is 83.98 percent and in 2009-10, it is 99.87 percent. 100 percent achievement in physical target was recorded during the periods 2007-08, 2008-09 and 2010-11. Steady progress in financial achievement could be seen in all years from 2002-03 to 2010-11 except in 2005-06 and 2007-08 (29.21%, 41.71%, 72.60%, 83.98%, 91.95% and 91.99%). The highest financial achievement (94.48%) was recorded in 2007-08.

- From 2007-08 to 2010-11 there was consistent progress in physical and financial targets and achievement of in-service programmes in Kerala and Tamil Nadu. But there is difference in the percentage of physical and financial achievement between the two states and percentage is high in the case of Tamil Nadu. The percentage of the total financial achievement of in-service programmes of Tamil Nadu under SSA during the period from 2002-03 to 2010-11 is greater than that of Kerala in the same period (Kerala=51.37%, Tamil Nadu= 79.72%). The percentage of total physical achievement of Kerala during the period
from 2002-03 to 2010-11 is greater than that of Tamil Nadu (Kerala=90.86%, Tamil Nadu=83.89 %).

- In Kerala the major portion of the state share of SSA is routed through Local Self Governments whereas in Tamil Nadu the state share is directly routed through SSA.

- Kerala has developed Kerala Curriculum Framework (KCF-2007) which ensures opportunities to learners to represent concepts in multiple ways. In the place of curriculum framework, Tamil Nadu introduced Activity Based Learning (ABL) in primary classes and Active Learning Methodology (ALM) in upper primary classes. ABL and ALM provide opportunities to learners to represent concepts in multiple ways. KCF (2007) in Kerala and ABL and ALM in Tamil Nadu are based on constructivism and critical pedagogy as envisaged in NCF (2005).

- In both Kerala and Tamil Nadu the pedagogy of in-service programmes focus on shifting the role of teachers from a source of knowledge to a facilitator who encourages learners to reflect, analyse and interpret information in the process of knowledge construction. The in-service programmes in both Kerala and Tamil Nadu ensure collaborative learning.

- The in-service programmes in the two states are built on the basis of the previous experiences of teachers about teaching and their beliefs about the learners. Hands on experience like field trips, demonstrations, class observation etc are provided in teacher training to provide experience to
teachers in teaching various subjects in an inclusive classroom consisting of heterogeneous levels of learners.

- The in-service programmes in Kerala and Tamil Nadu conceived that the teachers have to provide proper scaffolding to make the learners perform just beyond the limits of their ability.

- In Kerala the objectives of in-service programmes focus on the understanding of the theoretical foundations of constructivist classroom, constructivist teaching learning process and assessment strategies in different contexts. In Tamil Nadu the objectives pinpoint the conceptual understanding and enrichment of Activity Based Learning (ABL), Active Learning Methodology (ALM) and assessment of learners.

- 64 percent of the teachers of Kerala are quite satisfied with the duration of the vacation training. There is no vacation training in Tamil Nadu. More than half of the teachers from Kerala and majority of teachers from Tamil Nadu reported that the number of days of the cluster training programmes is quite sufficient. There is significant difference at .01 level in the perceptions of teachers in Kerala and Tamil Nadu (Kerala=57.33%, Tamil Nadu=76.77%, CR= 4.13) and the difference is in favour of SSA Tamil Nadu.

- Cascading is mode of delivery of inservice programmes in the two states. Transmission loss is
the major drawback of cascading the programme in the two states. Lack of sufficient number of trainers and resource persons, scarcity of ICT facilities, dearth of classrooms with proper ventilation and space for group work are the other major difficulties and drawbacks in organizing programmes of in-service education for elementary teachers in Kerala whereas in Tamil Nadu the other major difficulties are cascading the programme to 30 districts and get the feedback and consolidate it at proper time.

• The measures undertaken to improve the mode of delivery of in-service training are different in the two states. The measures undertaken in Kerala included video documentation of classroom process and using it in training programmes as a training tool, separate sessions for resource persons to carry out try outs in training programmes, providing hands on experiences, exposure trips to schools which project success stories, exhibition of the portfolios of children in training centres and highlighting the achievements of children, use of Information and Communication Technology (ICT), empowerment programmes for trainers and resource persons for strengthening of monitoring system and Strengthening Onsite Support (OSS). The measures undertaken to improve the quality of training in Tamil Nadu included school based training programmes in the place of cascade model of in-service training, online training to those teachers who were already trained in Computer Assisted Learning (CAL) and strengthening onsite support.
In Kerala and Tamil Nadu the major areas vitalized by teacher training programmes are: empowerment of educational officers at the supervisory level, pre-service teacher education curriculum at primary level and convergence of school, community and LSGs. In Kerala the pre-service teacher education curriculum at primary level has been revised in tune with the school curriculum whereas in Tamil Nadu ABL and ALM have been included in pre-service teacher education curriculum at primary level.

In both Kerala and Tamil Nadu monitoring is done at state, district, BRC and CRC levels. There is difference in the mechanism of monitoring of in-service programmes in Kerala and Tamil Nadu. In Kerala usually team monitoring is encouraged at all levels whereas in Tamil Nadu usually monitoring is done individually. In both the states the monitoring reports are presented at state, district and BRC levels and appropriate measures are taken to sustain the strengths and overcome the limitations.

In both Kerala and Tamil Nadu the members selected for monitoring the in-service programmes are oriented before going to the field on the basis of certain quality indicators. The quality indicators include physical facilities, physical target, time schedule, ability of resource person, process of the programme and feedback from participants.
• More than half of the teachers of Kerala and Tamil Nadu perceived that the monitoring done during the in-service programme was effective. The groups differ significantly at 0.01 level ((Kerala 53.33%; Tamil Nadu 67%, CR-2.64) and the difference is in favor of Tamil Nadu.

• In Kerala and Tamil Nadu Onsite support (OSS) is the mechanism for follow-up of in-service teacher training. There is difference in the process of OSS in Kerala and Tamil Nadu. In Kerala OSS is provided by team of officials and resource persons whereas in Tamil Nadu OSS is provided through the visit of officials and resource persons individually.

• More than half of the teachers from Kerala and Tamil Nadu reported that they got onsite resource support quite often. The groups differ significantly at 0.05 level and the difference is in favor of Tamil Nadu (Kerala 51.33%, Tamil Nadu 64%, CR-2.38). Majority of the teachers in Kerala (72%) and Tamil Nadu (79.33%) is of the opinion that the OSS provided to them was useful and there is no significant difference in their perceptions.

• Majority of the respondents (79.33%) from Kerala reported that their training needs were considered in the in-service training programmes conducted during vacation. In the case of cluster training programme majority of the respondents from Kerala (80.67%) and Tamil Nadu (83%) reported that their training needs were considered during cluster
training programmes. There is no significant difference in their perceptions.

- Majority of the respondents from Kerala and Tamil Nadu perceived that their needs were considered during onsite support. The groups differ significantly in their perceptions at 0.05 level (Kerala 71%, Tamil Nadu 80%, CR-2.23) and the difference is in favour of Tamil Nadu.

- Majority of the respondents from Kerala and Tamil Nadu perceived the process of need identification effective. The groups differ significantly at 0.05 level (Kerala 77%, Tamil Nadu 66%, CR-2.53) and the difference is in favour of Kerala.

- Majority of the respondents from Kerala (71%) and Tamil Nadu (76%) perceived the quality of training content satisfactory. There is no significant difference in their perceptions.

- Half of the respondents from Kerala and majority of respondents from Tamil Nadu perceived that the materials provided to them during the training programme were suitable. The groups differ significantly at 0.01 level (Kerala 52.67%, Tamil Nadu 77%, CR-5.02) and the difference is in favour of Tamil Nadu.

- Majority of respondents from Kerala (73.33%) and Tamil Nadu (76.67%) expressed that the participatory approach pursued in the training programmes was very effective. There is no significant difference in their perceptions.
• Majority of the respondents from Kerala (70.67%) and Tamil Nadu (77%) perceived that experiential methodology was very effective. There is no significant difference in their perceptions.

• About one third of the respondents from Kerala and more than half of the respondents from Tamil Nadu reported that IT enabled training was very effective and the groups differ significantly at 0.01 level (Kerala 30%, Tamil Nadu 53.33%, CR-3.56). The difference is in favour of Tamil Nadu.

• Majority of the respondents from Kerala and Tamil Nadu perceived the individual focused modalities very useful. The groups differ significantly in their perceptions at 0.05 level (Kerala 72.33%, Tamil Nadu 80.67%, CR-2.11) and the difference is in favour of Tamil Nadu.

• Majority of the respondents from Kerala (73.33%) and Tamil Nadu (78.67%) perceived that the group focused modalities used for transacting the concepts were very useful. There is no significant difference in their perceptions.

• More than half of the respondents from Kerala (67.67%) and Tamil Nadu (67%) reported the space for seating arrangement adequate. There is no significant difference in their perceptions.

• 25.67 percent of the respondents from Kerala and more than half of the respondents from Tamil Nadu reported multimedia facilities adequate and the groups differ significantly at 0.01 level (Kerala 25.67%, Tamil Nadu 53.33%, CR-4.07). The difference is in favour of Tamil Nadu.
• More than half of the respondents from Kerala (61.33%) and majority of respondents from Tamil Nadu (70%) reported that the facility for drinking water was adequate. There is no significant difference in their perceptions.

• More than half of the respondents from Kerala and Tamil Nadu perceived the latrine facilities adequate and the groups differ significantly at 0.05 level (Kerala 50.67%, Tamil Nadu 67%, CR-2.17). The difference is in favour of Tamil Nadu.

• Majority of the respondents from Kerala (71.67%) and Tamil Nadu (70.33%) perceived the organisation of the content sequential and logic. There is no significant difference in their perceptions.

• Majority of the respondents from Kerala (70.67%) and Tamil Nadu (71.33%) agreed that the sessions were judiciously divided for presentation and discussion. There is no significant difference in their perceptions.

• Majority of the respondents from Kerala (69%) and Tamil Nadu (72%) perceived the duration of the sessions adequate. There is no significant difference in their perceptions.

• Majority of the respondents from Kerala (72.67%) and Tamil Nadu (73.33%) perceived that the sessions were designed with appropriate teaching learning inputs. There is no significant difference in their perceptions.
- Majority of the respondents from Kerala (66%) and Tamil Nadu (70%) agreed that the time allotted for interaction was adequate. There is no significant difference in their perceptions.

- 32.67 percent of the respondents from Kerala and more than half of the respondents from Tamil Nadu agreed that the multimedia was used effectively. The groups differ significantly at 0.01 level (Kerala 32.67%, Tamil Nadu 54.67%, CR-3.45) and the difference is in favor of Tamil Nadu.

- Majority of the respondents from Kerala (76%) and Tamil Nadu (79%) reported that they were given opportunity to evaluate each training programmes. There is no significant difference in their perceptions.

- Majority of the respondents from Kerala (77.67%) and Tamil Nadu (79.33%) perceived that the cluster training programmes are effective. There is no significant difference in their perceptions.

- Majority of the respondents from Kerala (70%) and more than half of the respondents from Tamil Nadu (62.67%) reported that the remedial activities undertaken SSA were quite suitable. There is no significant difference in their perceptions.

- Majority of the respondents in Kerala (76.33%) and Tamil Nadu (81.33%) perceived that the in-service programmes organized by SSA helped to analyze units and plan lessons considering the stages of knowledge construction. There is no significant difference in their perceptions.
• More than half of the respondents from Kerala and majority of respondents from TamilNadu agreed that the in-service programmes organized by SSA helped them to prepare lesson plan considering multilevel children. The groups differ significantly in their perceptions at 0.01 level (Kerala 50.66%, Tamil Nadu 83.33%, CR-6.99) and the difference is in favour of the effectiveness of in-service programmes organized in Tamil Nadu.

• Majority of the respondents from Kerala and a great majority of respondents from TamilNadu agreed that the in-service programmes organized by SSA motivated them for developing teaching learning materials. The groups differ significantly at 0.01 level (Kerala 76%, Tamil Nadu 90%, CR-4.20) in their perceptions and the difference is in favour of the effectiveness of in-service programmes organized in Tamil Nadu.

• More than half of the respondents from Kerala (67.33%) and TamilNadu (60%) agreed that the in-service programmes organized by SSA helped them create situations to foster the critical thinking skills of the children. There is no significant difference in their perceptions.

• More than half of the respondents from Kerala (61%) and TamilNadu (84.66%) agreed that the in-service programmes organized by SSA improved their competency to facilitate group activities. The groups differ significantly at 0.01 level (Kerala 61%, Tamil Nadu 84.66%, CR-5.52) and the difference is in favour of the effectiveness of in-service programmes organized in Tamil Nadu.
• Majority of the respondents from Kerala (67.67%) and Tamil Nadu (88.67%) agreed that the in-service programmes organized by SSA helped them display the products of children and keep properly for reuse. The groups differ significantly at 0.01 level (Kerala 67.67%, Tamil Nadu 88.67%, CR-5.59) and the difference is in favour of the effectiveness of in-service programmes organized in Tamil Nadu.

• Majority of the respondents from Kerala (67%) and a great majority of respondents from Tamil Nadu (89%) agreed that the in-service programmes organized by SSA improved their competency to use different tools to assess their children and record their progress. The groups differ significantly at 0.01 level (Kerala 67%, Tamil Nadu 89%, CR-4.90) and the difference is in favour of the effectiveness of in-service programmes organized in Tamil Nadu.

• More than half of the respondents from Kerala and Tamil Nadu agreed that the in-service programmes organized by SSA helped them to plan suitable activities for children with special needs. The groups differ in their perceptions at 0.05 level (Kerala 55%, Tamil Nadu 67.33%, CR-2.42) and the difference is in favour of the effectiveness of in-service programmes organized in Tamil Nadu.

• Majority of the respondents from Kerala (64.66%) and Tamil Nadu (60.33%) agreed that the in-service programmes organized by SSA helped them address the issues of girls in their class and school. There is no significant difference in their perceptions.
• Majority of the respondents from Kerala (68%) and Tamil Nadu (70.33%) agreed that the in-service programmes organized by SSA helped them to address the needs of SC/ST and minority children. There is no significant difference in their perceptions.

• Majority of the respondents from Kerala (86.66%) and Tamil Nadu (82%) agreed that the in-service programmes organized by SSA helped them improve the interaction with parents. There is no significant difference in their perceptions.

• In both Kerala and Tamil Nadu SSA encourages teachers to undertake the research activities by providing academic and financial support to teachers. In Kerala school level collaborative research activities are encouraged whereas in Tamil Nadu teachers are encouraged to undertake action research individually.

• In both states elementary teachers usually undertake classroom research in the form of innovative activities related to teaching learning process, assessment, teaching learning materials and remediation. The organizing agencies motivate teachers to undertake research based innovative activities.

• Great majority of the teachers from Kerala (93%) and Tamil Nadu (93.33%) perceived that research activities undertaken by teachers help their professional growth. There is no significant difference in their perceptions.

• More than half of the teachers from Kerala and majority of respondents from Tamil Nadu reported that they got training on research. The groups
differ significantly in their perceptions at 0.01 level (Kerala 60.67%, Tamil Nadu 73.33%, CR-2.70) and the difference is in favour of Tamil Nadu.

• Majority of the respondents from Kerala (69.67%) and Tamil Nadu (72.67%) felt that the measures undertaken by SSA to encourage research in the two states were effective. There is no significant difference in their perceptions.

• Majority of the teachers from Kerala (69%) and Tamil Nadu (71%) reported that they have utilized the research findings in improving the classroom process and there is no significant difference in their perceptions.

• Majority of the teachers from Kerala (73%) and Tamil Nadu (76%) expressed that there is provision for getting grants from SSA for doing school level research works and there is no significant difference in their perceptions.

• More than half of the respondents from Kerala and Tamil Nadu reported that there is provision for getting recognition for their school research work. The groups differ significantly in their perceptions at 0.05 level (Kerala 63.67%, Tamil Nadu 53.33%, CR-1.96) and the difference is in favour of Kerala.

• There is difference in the process of dissemination of research studies undertaken by teachers in the two states. In Kerala the teachers get opportunity to disseminate their research works at different levels from
CRC to district levels. The best works selected from the districts are disseminated at state level whereas in Tamil Nadu the teachers get opportunity to disseminate the research works only at CRC level. In both Kerala and Tamil Nadu the innovative teachers are selected to the resource groups at different levels.

- In both states SSA undertakes research studies on in-service training for elementary teachers at the state level and the findings are utilized for preparing Annual Workplan and Budget (AWP&B) and formulating the programmes of in-service training.

6.7 Suggestions to improve In-service Teacher Training

- Need assessment is to be made continuous and more scientific on the basis of relevant data. This must help the visioners to generate a set of specific areas in which efforts are to be placed and fix the nature of intervention required. The competencies expected from teachers in different contexts of transacting the curriculum are to be spelt out clearly. The existing levels of performance of teachers are to be assessed with the help of suitable tools and techniques. The two states have to undertake detailed analysis training of needs using scientific methods to identify the real issues and problems of teachers respecting the professional identity and knowledge of the teachers to ensure total quality change in schools.

- The in-service modules in the two states are to be reviewed to ensure that it enables teachers to understand the provision and child centered
implications of the Right to Education Act (RTE) especially the rationale for provisions barring corporal punishment and mental harassment, detention and expulsion.

• The states need to develop mechanism to track the training profile of each and every teacher at grass root level to ensure that all teachers get sufficient training every year.

• The resource support of agencies which conceive women empowerment programmes is to be best made use in designing teacher training programmes for a gender sensitive and non-discriminatory classroom.

• The states have to design and put in place relevant training programmes for educational administrators in the light of the Right to education Act. Training is to be provided to educational administrators for undertaking periodic monitoring of schools to observe the infrastructural facilities, use of teaching learning materials, the effect of teacher training on schools, learner assessment system etc in the context of RTE. A key reform in training is needed to change the inspectorial role of the educational administrator to that of a mentor.

• Pre-service teacher education curriculum, instructional materials and transactional strategies are to be revised in tune with in-service teacher training curriculum envisaged in National Curriculum Framework-2005.

• Adequate scope is to be provided in the training design to transact theoretical inputs and its practical applications in a more integrated manner rather than as two separate components. The teachers need to develop a critical sensitivity to the classroom approaches. Conceptual
inputs need to be articulated in such manner that the teachers are able to understand and explain the different aspects of curriculum in terms of concepts, transactional strategies, learning process and events.

- There is a need to train teachers with local indigenous knowledge and practice in the local area to relate these to school knowledge whenever possible. This may help to make generalized knowledge relevant and meaningful. So the local conceptuality and specificity of teaching-learning situations is to be emphasized in the training design.

- The trainers and resource persons are to be trained on adult training methods and enable them to metamorphose them from traditional trainers to training facilitators.

- There is a need for digital as well as written documentation of the process of in service programme at the implementation stage as part of process monitoring highlighting the strengths and limitations which could provide useful data for planning during the next stage and to oversee the effectiveness of decision making during implementation stage and to record the achievement in terms of objectives.

- Scientific methods are to be evolved to evaluate modules to have a more precise measure of the effectiveness of the training programmes. The participants’ perceptions about different aspects of training, the extent participants have advanced in skills, knowledge or attitude and the changes that have occurred in the participant in the actual classroom situation are to be assessed while evaluating the modules. The success of the in-service programme is to be measured in terms of the
performance of the children in classroom activities and in examinations with respect to the learning objectives.

- The split model training programme is to be redefined to make it more beneficial to the teachers.

- For providing training through on-line and making onsite support more meaningful and fruitful, the schools under each BRC are to be connected with BRC through internet and ICT facilities. E learning and distance learning are to be encouraged as follow up activities to update knowledge and skills.

- The setting of the physical arrangements is very important for importing training as the participants have to remain in the classroom for long periods undertaking intense mental process. So the adequate infrastructure facilities are to be insured in training centres.

- Process monitoring is to be ensured to assess the qualitative aspects of every session right from the beginning of the in-service teacher training programmes on the basis of quality indicators. All the quality aspects of the training programme may be video documented for further analysis. Appropriate strategies are to be incorporated in the curriculum of in-service programme in Kerala and Tamil Nadu to strengthen midterm corrections through process monitoring.

- Faculty rating is to be done and the facilitators are to be intimated about the overall rating obtained for their performance which may help them to identify their strengths and limitations. Empowerment programmes for the facilitators may be conducted on the basis of the analysis of the ratings.
• Onsit support (OSS) by a team of resource persons is to be encouraged to improve the process of OSS. Head Masters are to be made free of class charge and give them proper training to perform to school and class monitoring effectively. The mechanism of OSS is to be modified in such a way that all teachers in all schools get OSS as and when required. OSS is to be made teacher friendly and qualitative. The strengths of the schools and best practices are to be highlighted and disseminated. OSS is to be a continuous process and remedial measures are to be taken collectively.

• Strategies for school based training are to be evolved in addition to cascading to avoid transmission loss. The strategies are to be field trailed and on the basis of feedback it is to be spread across the state gradually. Permission is to be given to head teachers to invite resource persons from the State, District or BRC level resource groups to deal with concrete or actual problems confronting the teachers in classrooms and to suggest to the teachers to generate the desired level of learning among the students.

• The resource support of research institutes are to be tapped for effective curriculum transaction and professional development of teachers.

• Continuous use of research studies on in-service programmes are to be undertaken by SSA or outsourced to institutions and the findings are to be disseminated at various levels and in-corporated in in-service programmes to ensure quality.

• Mechanism for encouraging the research initiatives and innovations by teachers and providing opportunities for disseminating the findings is to
be evolved. The findings are to be documented and incorporated in the curriculum. The research studies are to be honoured.

6.8 Suggestions for further research

In-service teacher training is one of major interventions of SSA to achieve quality in education. The present study focused on in-service programmes under SSA. So the following areas of in-service programmes suggested for further research.

1. A study to compare the training needs of teachers in Kerala and Tamil Nadu.

2. Alternative innovative strategies for the in-service teacher training programme in the South Indian states can be carried out.

3. Effectiveness of in-service programme for propagating Computer Assisted Learning can be attempted.

4. A study to assess the impact of in-service teacher training programs on the level of learning among the elementary school students can be carried out.

5. In-service programmes for enhancing the academic leadership of head teachers and educational administrators can be studied.

6.9 Conclusion

It is revealed from the study that the two states have worked out a training policy defining parameters such as the nature, periodicity, organization, curriculum approach, content, method of transaction and mechanism for periodic quality checks. The primary school curriculum and the curriculum for in-service teacher education in Kerala and Tamil Nadu have been revised on the basis of NCF-2005 to ensure quality in elementary education. It is found that the in-service education and school based teacher
support at elementary stage in Kerala and Tamil Nadu are directed towards teachers’ continuous professional development giving top priority to the training needs of teachers and shifting the role of teachers from transmitter of knowledge to facilitator in construction of child’s knowledge. The perceptions of teachers in the two states regarding the different aspects of in-service programmes showed that the in-service teacher training programmes organized in the two states under SSA provided suitable experiences to teachers to bring about desirable changes in their classroom process.

Alternative strategies are to be experimented in the place of cascading of the training programmes as it produces transmission loss and requires the service of a large number of resource persons and other types of logistics at different levels. The success of the training depends to a large extent on the quality of trainers, their academic and professional background, level of motivation and commitment. They should be capable of using multimedia. So the two states have to pay keen attention on the selection and empowerment of resource persons and trainers at the Block Resource Centres and Cluster Resource Centres.