

**વડોદરા જિલ્લાના પ્રાથમિક શિક્ષકો દ્વારા નિર્મિત શૈક્ષણિક
સાધનોનો અભ્યાસ**

**A STUDY OF TEACHING - LEARNING MATERIAL (TLM)
PREPARED BY PRIMARY SCHOOL TEACHERS OF
VADODARA DISTRICT**

RESEARCH PROJECT

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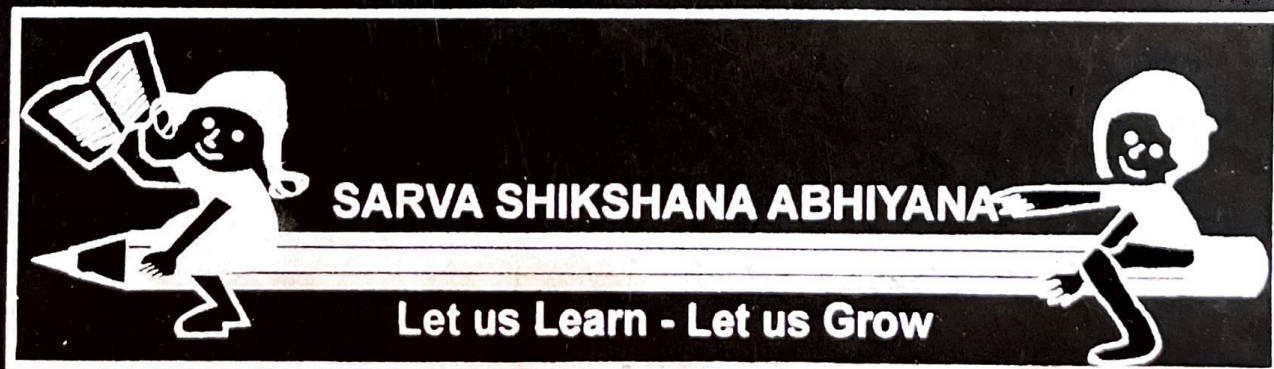
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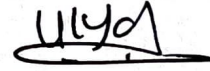
પ્રમાણપત્ર

આથી પ્રમાણિત કરવામાં આવે છે કે “વડોદરા જિલ્લાના પ્રાથમિક શિક્ષકો દ્વારા નિર્મિત શૈક્ષણિક સાધનોનો અભ્યાસ” વિષય પર એક સંશોધન શ્રી ત્રિલોક ઇન્દ્રવદન મહેતા તથા રોશની દેસાઈ (વ્યાખ્યાતાઓ, શ્રી એસ.ડી. પટેલ, બી.એડ. કોલેજ, વડોદરા) દ્વારા સમ્પન્ન કરવામાં આવ્યું છે.

તેઓએ મારા નિરીક્ષણ તથા માર્ગદર્શન હેઠળ કાર્ય કરેલ છે. સમગ્ર સંશોધન પદ્ધતિસરનું તથા ઔચિત્યપૂર્ણ છે.

તા.

વડોદરા



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વ્યાખ્યાતા

(જિલ્લા શિક્ષણ અને તાલીમ ભવન,
વડોદરા)

અનુક્રમણિકા

વિગત

પૃષ્ઠ નં.

પ્રમાણપત્ર
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A Study of Teaching-Learning Material (TLM) Prepared by Primary School Teachers of Vadodara District

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SUMMARY

Introduction

According to Gandhiji “True education of the intellect can only come through a proper exercise and training of bodily organs (senses)- hands, feet, eyes, ears and nose.” Realizing this fact, concept of Teaching-Learning Material (TLM) emerged in process of teaching learning. Further, the effective use of Teaching-Learning Material at primary level is essential as children are in the stage of conceptualizing their experience with the object As based on these experiences they give meaning to the worldly things. The use of TLM is more effective and fruitful at primary level as it is the stage for learning many new concepts and phenomena. According to Jean Piaget- it is the stage of concrete operational where concepts build on concrete basis. TLM helps teachers in building new concepts on a concrete base. In this process of acquiring knowledge, the learning through sense is more permanent than mechanical learning. As most of the learning takes place through the senses, so teaching learning process should be such that it can help to learn through different senses & breaking the monotony of class-room. Further, it also helps in effective evaluation. The Kothari Commission (1964-66) stated that „The supply of teaching aids to every school was essential for the improvement of the quality of teaching. It would indeed bring about an educational revolution in the country.” One of the ways to provide quality to education is through Teaching-Learning Material (TLM). The Teaching Learning Material includes textbooks, supplementary reading material, charts, models, film strips, educational kits, other electronic devices, etc. Broadly these all help in improvising teaching-learning process. ***Teaching-Learning Materials are aids in teaching-learning process, which support and enhance communication between teachers and taught.*** Teaching-Learning Material (TLM) effectively facilitates teaching in various settings like level of students, content given in curriculum, time availability, method adopted by teachers, etc. There are wide individual differences among learners. Some are ear-oriented; some can be helped through visual demonstration, while others learn better by doing. The use of variety of TLM helps in meeting the needs of different types of students in teaching-learning situation; Helps in bringing clarity of the subject matter through the aspects of illustration/ explanation; arousing and sustaining genuine interest of the students by making them attentive in the process of teaching-learning; helpful in realizing the objectives of the subject matter or the teaching-learning process. i.e. learning by doing, learning by observing; Developing healthy classroom

interaction and faster learning among students; Provide variety of creative outlets for the utilization of their energy, thus keep them busy in the classroom work further helps in overall classroom environment becomes conducive; helps the children in the proper development of mental abilities by reducing verbalism; Economize time and energy of teachers and students; Provides permanent and effective learning by satisfying the basic instincts and interest of students with different requirements; Provides solution to the number of administrative and educational problems like- indiscipline in classroom, shortage of teachers and infrastructure facility, etc.; also Pupils get opportunity to correct conceptual errors and secure additional ideas by reviewing TLM further, breaks monotony and gives variety to the classroom, which attracts attention of the students. Sarva Shiksha Abhiyan (SSA) promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age groups by 2010. The SSA is an effort to recognize the need for improving the performance of the school system and to provide quality to primary education. Under SSA there is a provision of teacher grant at the rate of Rs.500 per year per teacher for primary and upper-primary school. The teachers are expected to utilize this grant towards the development of TLM, which they feel would strengthen curriculum transaction. The quality of education influenced greatly by the effective use of TLM and its proper use requires a considerable investment of time and thoughts. It is always advisable to ***prepare TLM according to the needs & level of the learners and content demand***. The following are some of the provisions made for teaching-learning material

- ❑ To facilitate teachers with this competency, teachers were provided with workshop and practicing session for use of Teaching-Learning Material (TLM) at pre-service level. To get firsthand experience in simulation or microteaching and practicing sessions at the school for stipulated time period.
- ❑ Teachers who were in the school and not trained with the concept of Teaching-Learning Material (TLM), classroom teaching is provided with guidance to them as and when necessary by means of in-service training. Experts were called and they acquaint teachers about use and importance of TLM in teaching learning process.
- ❑ Special workshops are arranged for preparing TLM for new concepts added to the syllabus.

Significant efforts have been made to improve learning condition of primary schools through various programmes time to time. One of them was Operation Blackboard (OB) Scheme. Availability of TLM in primary schools and their utilization by teachers and students in Teaching-learning process influenced in learning achievement of students this need was felt by government. So, in most of the Indian states, textbooks and other basic TLM as specified in Operation Blackboard (OBB) scheme in 1987 are supplied to all schools free of cost. Further, for better facilities in education and to achieve the goal of Universalization of

Elementary Education (UEE) one more program was launched named District Primary Education Program (DPEP). Under District Primary Education Program (DPEP) baseline and mid-term surveys were conducted in 13 different states including Gujarat in India during 1994-97. Findings of the survey revealed that, primary school teachers were using 10 different types of Teaching-Learning Material (TLM).

Table 1.1: Teachers report on TLM used by them (in percentage)

States	Teacher's Guide	Dictionary	Map	Globe	Charts	Flash Cards	Maths Kit	Science Kit	Books Other Than Textbook	Others
Andhra Pradesh	31.12	45.1	70.98	61.72	71.80	56.08	49.52	52.10	69.74	26.42
Assam	39.68	47.78	36.68	41.90	29.80	2.93	44.75	12.35	36.58	7.26
Bihar	17.19	41.26	52.92	38.34	36.30	4.46	16.05	20.09	-	12.05
Gujarat	59.43	19.64	40.80	51.92	35.25	49.40	9.93	32.66	33.60	5.76
Haryana	36.10	47.25	78.33	72.23	82.63	26.58	43.65	30.60	-	40.06
Himachal Pradesh	20.30	69.30	73.05	66.18	71.20	15.50	70.58	52.48	75.23	15.68
Karnataka	69.11	38.26	80.85	72.89	68.93	36.92	56.01	68.42	70.55	24.43
Kerala	23.47	69.77	91.00	89.97	88.13	72.90	87.87	87.01	85.37	33.28
Maharashtra	66.66	41.79	86.49	65.74	82.03	63.25	81.64	70.25	78.88	34.98
Madhya Pradesh	38.81	40.30	70.15	58.21	71.64	33.58	51.49	52.99	47.76	6.72
Tamilnadu	49.80	-	-	-	47.63	-	-	32.07	99.63	-
Uttar Pradesh	31.00	40.79	53.00	54.05	44.97	24.67	54.25	41.73	55.36	24.02

From the above table it is observed that teacher's guide, dictionary, maps, globe, charts, flash cards, math and science kit, books other than textbook and other type of TLM are used by teachers of different states under study in Teaching-learning process. The numbers in the table suggest the percentage of teachers using particular type of TLM. The table gives actual picture of teacher's attitude towards TLM. All the teachers were found to be using visual materials even in Mathematics and Science kit. Teachers found use of TLM effective in teaching. From the Table-1.1 it is also observed that most of the teachers were using charts and books other than textbook more commonly than other TLM. Flash cards were rarely used by teachers. The above table-1.1 shows that the status of Bihar, Gujarat, Haryana and Uttar Pradesh was little discouraging in using different types of TLM. It is also found that Tamilnadu is the state where only charts, reference books, teacher's guide and science kit were used out of ten different type of materials mentioned above. It is necessary to realize the actual condition regarding use of TLM in different parts of country.

Need For the Study

To make teaching effective and catering to all the needs of learners, constant efforts needed from the teacher's side. In this situation teacher only teaches by constantly lecturing one way in given classroom setting is not at all permissible. To make their students competent enough, teaching-learning processes need to be effective, innovative, interesting and joyful, significant efforts have been made to improve learning conditions in primary schools. Various schemes and programs are there from them one set of learning conditions pertains to use of TLM of varied kinds. Learning becomes more comprehensive and useful with use of these devices. Effective use of TLM in primary schools and their utilization by students and teachers constitute an important act in learning conditions, which influence teaching-learning process and ultimately contributes to learning achievement of students. To enhance classroom learning situations government had made several provisions, some of them are:

- ❑ Under District Primary Education Program (DPEP) teaching aids like teachers' guide, dictionary maps, globe, charts, flash cards, science kits, mathematics kit, books other than textbooks, etc. made available to the teachers of primary school of certain districts.
- ❑ Under Operation Blackboard Scheme TLM are supplied to all teachers free of cost.
- ❑ Under Sarva Shiksha Abhiyan (SSA) reoccurring grant of Rs. 500 given to each teacher of primary school.

Lot of efforts has been made by government and other education institutions; still condition of the classroom is not up to the mark. Where the system fails? What are the different reasons? Is one of the reason is related to TLM? Is grant provided to the teachers regularly? Government had made several provisions and provides the financial support directly to the teachers for preparation of TLM. Large amount spent for providing TLM grant as many teachers are there in our country. But the question is that weather grant is adequate to prepare TLM for catering the needs of learners? One more questions regarding use of TLM can be; is it due to lack of expertise in teachers for using and preparation of TLM? For achieving expertise, is training provided effective or not? What are the problems faced by teachers regarding TLM? Further question comes to the mind that proper follow up and monitoring should be there or not? Also at the same time in this technological driven era where computers and internet dominates the world, how far the use of TLMs is relevant as far as the elementary education in India is concern? So, it is necessary to study the Teaching-Learning Material prepared by the teachers of primary school for better running Sarva Shiksha Abhiyan and make teaching learning process more meaningful and effective.

Form the aforesaid, it is clear that TLM is very useful tool in teaching-learning process. Accepting the importance of TLM, several provisions have been made by which teachers get a reoccurring grant for the preparation of TLM. It has been found that most teachers get this grant and they either prepare or procure TLM out of it. Moreover, during teachers' training programme, due emphasis is also given to include topics related to preparation and utilization of TLM with the use of Information and Communication technological gadgets. Many teachers claim that they use the TLM during classroom transaction. However, the study at national level conducted by India's largest Educational NGO, Pratham, on learning achievement of primary school students in 2006. The sample for the study was about 330,000 schools going children of 549 Indian districts and found out that:

- Nearly 47% of children were in school at grade five could not read the story text at grade 2 level
- In arithmetic, 55% of grade five could not solve a simple division problem
- In arithmetic, 25% of grade eight level students could not solve a simple division problem.(ASER 2005-06 Reports) Published by Pratham (2006-07)

National Institute of Educational Planning and Administration (NIEPA), NCERT and Technical Support Group of Ed.CIL. has conducted achievement survey of 90,000 students of grade five at national level and found *that there is no significant improvement in learning condition and achievement of students* as the average percentage of marks of the students for India as a whole is given in below table-1.2.

Subject	Average Percentage of Marks
Mathematics	46.5%
Science	50.3%
Language	58.6%

So to check out the status of the teaching learning materials used by the teachers in their class rooms with the due emphasis on the achievement and using the modern technologies is the question comes in the researcher's mind which further anticipated as the present form of the research.

Objectives of the Study

The following were the objectives of the study

1. To study the availability of TLM grant provided to the teachers.
2. To study different types of prepared Teaching-Learning Materials.
3. To study the relevance of the prepared Teaching-Learning Materials.

4. To study the training provided for preparation, implementation and storing of the Teaching-Learning Materials.
5. To study the problem faced by teachers in preparing, implementing and storing the Teaching-learning Materials (TLM).

Explanation of the terms used in the study

Types of Teaching-learning Materials (TLM)

It refers to Audio aids (radio, tape recorder, gramophone, etc.), Visual aids (charts, models, graphs, film strips, slides, flannel board, motion pictures, etc.) and Audio-Visual aids (films, television, video, etc.).

Relevance of prepared TLM

It refers to following aspect of TLM-

- A. Suitability with the content
- B. Local specific need
- C. Physical aspects like
 - C1. Color or color combination
 - C2. Size (size of the font or diagram or graph in TLM with respect to size of the class)
 - C3. Relative proportion of different parts of objects in TLM with respect to the proportion of parts in actual object

Delimitation of the Study

The present study was delimited to the schools managed by Nagar Prathmik Shikshan Samiti of Baroda city. As true picture of primary school could be draw out by selecting these schools only. The government is providing grant of Rs. 500 to those teachers who was working under Nagar Prathmik Shikshan Samiti, so it was very much necessary to take those schools as sample. The sample covered all medium of schools like Gujarati, Hindi, Marathi and Sindhi

Methodology

The research design adopted by the investigator was a qualitative survey which tried to find out status of use of the educational materials by the teachers by the teachers.

Data

For the present study investigator has collected information from the teachers regarding different types of TLM prepared, utilized and stored by them and also collected information about grant and training provided to the teachers.

Population

Population is the group of interest to the investigator on which the results are being generalized. For the present study, population comprised of all the teachers teaching in the primary school of Baroda city. The population confined to primary schools only because of the nature of the study.

Sample

From the selected population investigator select the sample on which exactly the study is being conducted and plan has been implemented. The sample for proposed study was being selected using simple random sampling technique. Population was scattered into the sixteen clusters of Baroda City. From each cluster single school was selected randomly by lottery method. From each school five teachers were collected as sample for the study. So total 80 teachers need to be there in the sample but due to less strength of teachers in some of the schools investigator could not found sufficient number of teachers therefore, sample for the proposed study constituted of 69 teachers.

Tools

Information Schedule-cum-Questionnaire-cum-Openionnaire was developed for the proposed study by the investigator. Also a field book was also maintained by the investigator for taking care of all those aspect which are not covered by the tools and can only be taken by observation of the field or place itself. The questionnaire was containing questions pertaining to the Preparation of TLM, Use and storage of TLM, Suggestions from the teachers regarding training, grant and classroom implication, Effectiveness in classroom teaching. The items in the tool were close-ended as well as open-ended according to context demanded. As study required the opinions of the concerned individuals so investigator has tried to incorporate some of the items which satisfy this requirement in the tool.

- ❑ The problems faced by the teachers in use and preparation of TLM
- ❑ Opinions from teachers regarding training, grant, execution and effectiveness.

It contained the close-ended questions.

There were not separate tools for collecting opinion or any other fact, but all were incorporated in a single tool named Questionnaire-cum-Openionnaire. As present study required information regarding TLM grant provision, teachers' attitude towards grant provided and its utilization and also the effective use of TLM all these needs opinion from teachers, their real views regarding proposed study and suggestions. So it was very much necessary to prepare a tool, which caters to all the needs and investigator had come with the tool „Information Schedule-cum-Questionnaire-cum-Openionnaire“.

Data collection

Permission was taken from the principals of schools, and then researcher had personally visited each and every selected school and collected the data. Data were collected

by employing Information schedule-cum-Questionnaire-cum-Openionnaire on teachers one by one to get clear, correct and real information. Further, for more information investigator had collected observations of teachers, their prepared TLM and knowledge of students regarding prepared TLM, which were written in field book.

Data Analysis

The data related to availability of TLM grant, types of TLM prepared, its relevance was analyzed by frequency and percentage. The data related to the training, the problem faced by the teachers were analyzed through content analysis technique.

The items under objective one were analyzed by frequency count and percentage.

- ☐ How many teachers get the grant?
- ☐ Amount of grant allocated for the teachers.
- ☐ When they got the grant?

The items under objective two were analyzed by frequency count and percentage.

- ☐ Type of TLM prepared by teachers
- ☐ Kind of TLM prepared by teachers
- ☐ Use of the modern technological gadgets in preparation of the TLM
- ☐ Moreover, detail analysis done in kind of TLM prepared by teachers.

The items under objective three were analyzed by frequency count and percentage analysis followed by content analysis technique.

- ☐ The prepared TLM were relevant or not, At what extent they were relevant, were analyzed through content analysis.

The items under fourth objective were analyzed through frequency count and percentage.

- ☐ How many teachers were getting the training
- ☐ Number of teachers got training for preparation of TLM
- ☐ Number of teachers got training for implementation of TLM
- ☐ Number of teachers got training for storing of TLM

The items under fifth objectives were analyzed through content analysis as it contained

- ☐ Problems faced by teachers in training, preparation, implementation
- ☐ Suggestion given by teachers for training and grant provided to the teachers.

Findings of the Study

The followings are the major findings of the study:

- ☐ 100% teachers were benefited by the grant provided by the government for preparation of TLM. 100% teachers were getting reoccurring grant of Rs.500 as per the government norms.

- ❑ Since 2002, teachers are getting grant who were teaching in primary schools. Few teachers were newly appointed to the schools; those teachers were benefited as per their experience in the government school. Result shows that 1.5% got grant from 01 year, 6% get grant from 2 years, 13.5% get the grant from 4 years and 79% get the grant since 5 years.
- ❑ From the 69 teachers 10% were getting grant at the beginning of the year and 90 % were getting the grant before 1st term examination.
- ❑ 8.7% teachers have distributed grant class wise, 7.2% teachers have allotted grant for hard topics, 18.8% teachers were distributing grant class wise & subject wise and 63.7% or the teachers allotted subject wise.
- ❑ 73% of the teachers were in favour of rational utilization of grant across different classes.
- ❑ 80% of the teachers were in favour of rational utilization of grant subject wise.
- ❑ Only 9% were not satisfied with the grant provided and rest 91% were satisfied with grant provided by the government.
- ❑ 3% of the teachers were using readily available material, 25% teachers were using only self prepared and 72% were make use of both the type of material in classroom teaching.
- ❑ While preparing TLM 9% were giving emphasis on content given in text book, 25% were used to check the level of students, 3% were making TLM based on local specific need and 53 % were followed all of the three criteria for preparation of TLM.
- ❑ 13% teachers found TLM useful in arousing interest of learners, 13% appreciate the concept of multisensory learning, and 15% teachers found teaching simple with the help of TLM, 60% teachers observed that it increases the understanding of learners.
- ❑ Only 13% of the teachers were found in using the modern technology like computers and multimedia in the making of the TLMs, rest 87% of the teachers were found using the printed, models, flip charts and handmade charts for the teaching materials.
- ❑ 72% of teachers were through on the researchers scale regarding relevance of the TLM with respect to mentioned criteria.
- ❑ 81% of teachers have attended different training provided to them, from these teachers
- ❑ 90% of the teachers admitted that training was provided regarding the use of TLM in classroom
- ❑ 84% were saying that training was provided for preparation of TLM and
- ❑ 30% said that training was provided for storing of TLM.
- ❑ It was found that generally the training was provided by DIET or CRC or SSA.

- ❑ 78% teachers were not having any problem related to using of TLM in classroom but 22% of the teachers were facing one or other kind of problem while using TLM in classroom.
- ❑ 90% of the teachers were found difficulty in operating the computers to be used as the teaching aid in the class room and using the same for making the TLMs.
- ❑ From the data analysis it was found that teachers were either scarred of using TLM or students were less attentive in the class while teacher was teaching.
- ❑ 39% of teachers were facing the problem while preparing the TLM where as rest 61% teachers were through in preparation of TLM.
- ❑ It was found that 64% of teachers were facing problem while storing mainly due to poor infrastructure facilities and two different schools were running in same building.
- ❑ 70% of the teachers were not facing any problem in training while other 30% having problem in training due to many reasons. The problem regarding seating arrangement, as they were not provided with any table-chair or desk.
- ❑ Provided training was not proper as Master Trainee who provides training could not justify all aspects of TLM.
- ❑ Teachers have suggested phase wise training, where there should not be more than four or five days in a phase.
- ❑ 93% have found training useful in terms of
 - 34% found useful in preparing the TLM
 - 39% found it useful in dealing with content easily and effectively with the help of TLM in classroom and
 - 27% found it useful due to increase in achievement of students.
 - In this item researcher had tried to collect the suggestions from the teachers regarding training. The suggestions made by teachers are as follows:
 - 17% from the total sample asked for experts for providing training.
 - 27% teachers felt need of proper resources at the training.
 - 4% teachers solicit for proper residential places at the training.
 - 17% of teachers were asking for phase wise training with minimum days should be there in any phase.
 - 9% teachers felt need of specialized training for TLM.
 - 12% of teachers were interested in teacher centric training.
 - 13% of the teachers were of the opinion that the training should be conducted at convenient place so, that teachers can commute easily.
- ❑ The overall remark made by teachers regarding TLM are as follows:
 - 17% said that “TLM prove useful if it was used properly”.

- 23% teachers of the opinion that students pay attention and retain their interest in learning.
- 16% were of the interest that grant of TLM should be increased as it was useful to increase logical reasoning, memory power, spontaneity, thinking power, observation power, etc. in students.
- 17% of the teachers suggested that training should be properly managed and provided, where more instruction and knowledge about preparation, utilization and storing of TLM provided.
- 17% teachers were appreciating the concept of TLM as it makes classroom work effective.
- 9% were of the opinion that grant should be continued for larger period of time.
- 19% felt that it reduces the task of teachers and made teaching effective.

Suggestions for the Policy Makers

- ☐ There is a need of increase in the grant provided to the teachers, as all were getting same amount of grant irrespective of the standard in which they are teaching.
- ☐ Instead of giving grant in the month of august, it should be made available much early in the month of May. So, that it can be utilized for the content covered in first term.
- ☐ There should be programs for the teachers effectively handling the latest technological gadgets like computers, LCDs etc.
- ☐ Some orientation and training programs to imbibe technology in making the TLMs should be there.
- ☐ If possible the TLM prepared by teachers should be checked by monitoring system and proper suggestions should be given to them for preparation of different type of materials.
- ☐ It would be necessary to mention guideline and criteria to be followed by teachers while giving grant for preparation of TLM such that it gives direction to the teachers and teachers get exact idea about the concept of TLM.
- ☐ The strict criteria should be mention by government about preparation of different kind of TLM like audio, visual and audio-visual as it is effective tool in teaching-learning process.
- ☐ As most of the teachers are not aware about the significance of TLM in teaching learning process. So, Government should provide induction training to the teachers for realizing criticality related to TLM so that teachers can effectively utilize the grant provided.
- ☐ If it would be possible, training especially for preparation and utilization of TLM should be provided to the teachers so that teachers can utilize their experience in the

preparation of TLM in the real classroom situation with the involvement of students in preparation of TLM.

- ❑ The monitoring and follow up system should ensure the students' achievement after teaching with the help of TLM in classroom and accordingly decide the grant for the teachers for the next year.

Suggestions for the Primary Teacher Training Institutes:

- ❑ It is very essential to realize the importance of use of TLM to all the teachers in order to have very good education system. If we can able to discover the system from very preliminary stages, it would be very helpful for the foundation of the society. For this purpose, training at various stages at primary level would be very effective. So, it is important to realize this vary fact to the teachers at pre-service level.
- ❑ Further, teachers of primary should be provided with all forms of training related to latest technology integrated TLMs i.e. preparation and utilization of TLM in real classroom situation with the help of the computers and other gadgets provided to them. Mainly for the preparation of different kind of TLM with the help of school students.
- ❑ They should go through practice teaching in front of qualified personnel along with real class-room situation. Under those conditions, one can judge the utilization of all forms of TLM.

CONCLUSION

From the present study it was found that all primary teachers of the Baroda city were provided with the TLM grant every year in the month of July or August. There was not any problem regarding provision and follow up of the grant are concern. So, now the question is where the problem lies? From the present research it is evident that the teachers were found reluctant in taking up the grants and then find problems in rationally using the same for the different classes. Further, mirage numbers of the teachers were found technology savvy to get training and preparing of the TLM using the technology, provided that the computer facility was avail in the schools. This might be due to the lack of exposure to them and fear of gadgets got spoiled. Most of the teachers have prepared visual kind of material, because visual kind of material was taking less time while preparation as compared to other materials like audio, audio-visual and technology aided materials were avoided (materials involving multi senses). Very few teachers were found power point, MS office, LCD projector, OHPs etc as the teaching aids in the class rooms. Preparation of other kind of material involves more efforts, money and accuracy, also it might required expertise in particular area so teachers would find it scary and insignificant task as teachers were not competent enough to

handle the class and task of preparing TLM simultaneously. There was also being possibility that due to lack of resources, teachers could not prepare other type of material. At the one end schools were not incorporating suggestions and requirement of teachers and also not following norms set by government under grant given for infrastructural facility under SSA. At the other end proper follow up activity and monitoring system was not working efficiently that it can remove this type of rituals. However, from the present discussion one thing is clear that government was providing grant to the teachers for preparation of TLM and it also reached to the teachers. But, the problem lies with the outcome in terms of student achievement, which was not yet at satisfactory level or it is very far from satisfactory level.

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