

## **IMPLEMENTATION OF NEW STRATEGIES IN ELEMENTARY EDUCATION– A STUDY ON LITERATURE.**

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### **ABSTRACT**

*The article emphasis that the teacher role is enormous. In this context the various new strategies are implemented in the Elementary Education system.*

*Education is the harmonious development of a child's latent abilities and inherent talents. The teacher's role is very crucial in providing education and making the children literate. Enrolment of children into schools alone cannot achieve total literacy. The educational standards and the level of achievement can be improved only when the teacher is devoted and committed to his profession. He should be competent, creative and efficient. The teacher should be trained effectively so he may turn out to be an expert in the field. The expertise would certainly help us to arrive at new strategies to be imbibed. This necessitates the development of new concepts, strategies and their implementation through orientation programmes. Majority of the teachers are reluctant towards the implementation of new strategies and techniques under the misconception that they would not yield any striking results.*

*The intrinsic needs and activities of the child are closely related to the needs of the community. Educative process directs the children to possess worthy interest in the various phases of their life. The educated man must be socially intelligent, vocationally competent, emotionally sound and academically qualified. Education is apprenticeship of life. Teachers can usher an imaginable progress, prosperity and true sense of life to human beings. The teacher's personality is desired to be compelling, his methods effective, his life by an effective manner, a dedicated mission and his work typifying a sort of worship. He is the real lamplighter with an 'excelsior- spirit', the backbone of the country and the torch-bearer of the future. The review and literature of various personalities are taught differently. Indian and foreign authors may advices and suggestions are included in this article.*

## **INTRODUCTION**

The main importance of research is utility and applicability. The research revelations are gems, which shine bright when they are put to use. Thus while forming a hypothesis are stating a cause as a research problem, the review of literature is considered to be a pertinent and imminent step.

The review of the literature survey is essentially aimed to identify the factors to be considered for a strong foundation for the basic primary education and its growth. Main hurdles for such programmes are the lethargic and complacent attitudes of executing authority or the people involved in such programmes. This can be over come by proper motivation inculcating the spirit of ones own duty to his country and his people, trickling down to the concept of helping the children of the nation. Probably, as a sort of encouragement some incentives to the teaching faculty can also be thought of. The review serves as become light for a comprehensive study in the fields of education and investigations can be made in this direction. The theoretical rationale and practical realities of the problems on implementation of novel orientation programmes could be well analyzed from the results of earlier investigations.

The review on the extent of work that has been carried out hitherto would avoid unnecessary duplications of the problem. The review might also give an indication whether the existing theories are sufficient to meet the complexity of the problem or do they need any modification or further refinement to improve the techniques or methodologies for achieving better results. Ease of translating the existing ideological and theoretical concepts into a practical reality could be explored.

## **INTRODUCED ORIENTATION PROGRAMMES**

The directive principle contained in article 45 of the Indian constitution is related to elementary education which states that the state shall Endeavour to provide within a period of ten years from the commencement of this constitution, free and compulsory education for all children until they complete the age of fourteen years. In the context of education for all (EFA), primary education has been a major thrust area of all governmental and non-governmental organizations in order to fulfill the constitutional obligations within the stipulated period. With a view to achieve this objective in the post independence period, the Government of India took several steps these are.

- An emphasis is laid on retention and achievement rather than merely enrolment to overcome the problem of school dropouts.
- The introduction of wide ranging systematic Non-Formal Education (NFE) programmes, are an integral component of UEE strategy.
- The new perspective for planning which calls for a shift in focus from educationally backward states to educationally backward districts.

Thus, for achieving the goal of UEE and the various strategies adopted, teacher training is an important component in District Primary Education Programme.

Therefore the Government of India and particularly the Government of Andhra Pradesh has implemented various schemes and organized orientation programmes to the in-service teachers to equip with the new strategies. Some of the orientation programmes and their objectives are listed below:

## **1. ACTIVITY BASED TEACHING APPROACH (ABTA)**

The Overseas Development Agency (ODA) and Central Government of India and the State Government of A.P. entered into an agreement during the year 1983 to carry out the project in the name of Andhra Pradesh Primary Education Project (APPEP). This programme was initiated with child centered approach and activity based teaching as the basis for betterment of quality in primary education using the following six pedagogical principles in the regular classroom transaction.

They are

- Providing learning activities.
- Promoting learning by doing.
- Developing individual, group and whole classroom activities.
- Recognizing individual differences.
- Using local resources and
- Creating an interesting classroom climate.

In-service teacher training to all the primary teachers was imparted for empowering the teacher and inculcating noble qualities like dedication and commitment.

## **2. AUDIO – VISUAL EDUCATION (AVE)**

In order to promote permanency in learning, the Government of Andhra Pradesh provides Audio-Visual aids with an intention to develop the learning process of the learner. Under this package schools were supplied with Television (TV), Video Cassette Player (VCP), Radio-cum-Cassette Player (RCCP) and Video Cassettes pertaining to school subjects. Teachers were given training on technology and operational skills across the state.

## **3. OPERATION BLACK BOARD (OBB)**

The National Policy on Education (NPE), 1986 has also given vital importance to universalisation of elementary education and Programme of Action (POA) has recommended a number of schemes for the qualitative and quantitative improvement of primary education. One of these has been symbolically termed as “Operation Black Board (OBB)”, which aims at the substantial improvement in facilities in primary education besides equipping the

infrastructure of the schools. Teachers were trained in the learning strategies of making the children use material supplements.

#### **4. DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)**

The District Primary Education Programme has been initiated for primary education to achieve the goals of universalisation of elementary education namely

- Universal access.
- Universal enrolment.
- Universal retention.
- Universal achievement.

It has been proposed to achieve 100% enrolment, successful retention and effective attainment. To get all the tasks fulfilled it has been planned to open new schools, to appoint teachers, to provide financial assistance for purchase of teaching-learning material, to strengthen the professional competency of teachers, to organize in-service teacher training programmes at various levels and to establish mandal resource centers.

#### **INDIAN AND FOREIGN STUDIES**

The Indian and foreign authors can give their studies about the implementation of new strategies in elementary education system in Andhra Pradesh as well India.

The review are given under Basavayya (2000) in studying the indicators of Learners Achievement in Primary Schools of Karnataka observed that the socio-economic status, percentage of SC/ST, teachers qualification, percentage of female teachers, pupil-teacher ratio, giving tests and feed back are the major indicators. He also opined that giving tests and feed back to the pupils could effect the achievement substantially.

Lakshminarayan (2000) indicated that there is a significant influence of attitudes of primary teachers towards teaching and their teaching competence in DPEP and NON-DPEP districts. His research study reveals that the teaching competence of teachers was influenced by motivation, attitude towards teaching and adjustment of primary teachers in both DPEP and NON-DPEP districts.

Mrunalini (2000) in studying the indicators of learning at early childhood for better future education observed that majority of the teachers were not interested in conventional practices at early childhood education. Teachers from ideal school were happy with the

practices and could get good feed back from the parents. Children enjoy learning in an ideal school when compared to conventional mode of learning.

A study of Reddy, Laxman. K (1999) on the impact of in-service training programmes organized at DIET level for primary school teachers with emphasis on the specific programme of minimum level of learning revealed that the impact of training was comparatively more in 1992 than 1994. Most of the trainees expressed the teacher's centre meetings were more useful and short term courses were convenient. It was also observed that change of administration in the organization of the programmes seemed to be one of the causes for decrease in quality.

Kaur (1988) found that in-service education and training of teachers had significantly contributed to the development of professional competency in Punjab and the process and structure variables had a positive bearing on the product variables. Teaching competency has a positive correlation both with the process and structure variables. In-service education was useful in improving the skills of teachers and had a positive effect on their attitude towards teaching.

Sirohi, M.S. (1991) conducted an independent study sponsored by NCERT, New Delhi on the feed back study of Mass Orientation of teachers in Meerut region and found that the training did not reach any where near the teachers expectation and the amount of material included in the modules was felt to be too large to implement in the schools. The study revealed "old wine in new bottles" was the expression of many of the teachers regarding the programme.

Andrew Burke (2000) in his report on quality education at elementary stage concluded that recognition of the centrality of the teachers role and an investment in teacher education would seem to require greater concentration.

Higher levels of professional autonomy for teachers and greater sharing of responsibility by them are requisites for the success of any school programme. Another name for such responsibility sharing is "empowerment", a notion well captured by the French word "empowerment" means "responsibilities" (CF Burke, 1997).

A glance through the major review works of Bhola (1965), Havelock (1973), Rogers and Shoemaker (1971) would reveal the absence of any research on change proneness Through Bhola's contribution "Innovation: Research and Theory", Havelock's attempt on

“planning for innovation through dissemination on utilization of knowledge” and Roger’s and Shoemaker’s commendable work on “Communication of innovation. A cross-cultural approach” reveals some striking aspects in this field, they being very strange and novel, fail to enable other researchers to make attempts and pursue their studies and as a result this remains totally in gloom and unexplored.

Singh. T. (1977) in his doctoral study thoroughly discussed about “adoption and discontinuation of innovations in the preparation of secondary school teachers in India and listed out a few strategies to be adopted for bringing innovations which enable effective preparation of secondary school teachers, who were to be flexible and adaptable and impart effective instruction.

Mukhopadhyaya and Saxena (1980) in their research study “The factors contributing to teacher’s change proneness” concluded that change proneness has been found to be related significantly and positively to urban background, teacher’s relation with principal, satisfaction in teaching, rapport among teachers, perceived leadership behavior of the principal, attitude towards teaching profession, perceived status of teachers and job satisfaction.

Bakshi, S.J. (1980) made an attempt to identify factors which hindered educational improvement programmes and to examine the possible relationships of some selected variables to the degree of adaptability in the school situation. He selected change proneness of the schoolteachers and principals and the variables along with organizational climate, teacher morale and leadership behavior of the principal. The major observation was that the school climate; teacher’s morale and change proneness of teachers and principals did not significantly influence the school adaptability.

Vinaitheerthan (1981) in his doctoral thesis concluded that the age of teachers, gender, teaching experience and professional training influenced the state of dissonance of innovations, controlled climate significantly; contributed to teaching-learning process, attitude to innovation and open climate showed significant relationship with complexity, conservation and change proneness.

## **CONCLUSION**

The purpose of this article is to provide a comprehensive and clear picture of the related studies and to show how the present study contributes in extending the knowledge in the attempted area under study. Since the study involves two variables, i.e. attitudes towards new orientation programmes, probable causes for their failure and change proneness. The investigator has planned to review the existing studies on these components. These previous research studies on orientation programmes and professional competency truly illuminated the path for present investigator to pursue his research.

So the Education system in India, particularly in Andhra Pradesh is to involve the parents, public those who are education background. And also the teacher can stress on the foreign education system and as well as the new educational policies implemented in the present scenario. I conclude my article with an immersive support.

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