**PERCEPTION OF 'PRERAKS' ABOUT THEIR COMPETENCY AND TRAINING NEEDS   
WITH REGARD TO THEIR DUTIES   
AND RESPONSIBILITIES IN   
PALAKKAD DISTRICT**

**ASMA MOL M.**

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**D E C L A R A T I O N**

I, ASMA MOL. M., do hereby declare that this dissertation, "**PERCEPTION OF 'PRERAKS' ABOUT THEIR COMPETENCY AND TRAINING NEEDS WITH REGARD TO THEIR DUTIES AND RESPONSIBILITIES IN PALAKKAD DISTRICT"** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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I, **Dr. MANOJ PRAVEEN. G**., do hereby certify that this dissertation, "**PERCEPTION OF 'PRERAKS' ABOUT THEIR COMPETENCY AND TRAINING NEEDS WITH REGARD TO THEIR DUTIES AND RESPONSIBILITIES IN PALAKKAD DISTRICT"** is a record of bonafide study and research carried out by **Asma Mol M.** under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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Farook Training College,

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**C O N T E N T S**

DECLARATION

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**INTRODUCTION**

The National Policy on Education, 1986 has given priority to an equity basis in the field of education and recommends equal opportunity to all not only for access but also for success. Equalisation of opportunity includes the opening of schools within walking distance, providing residential facilities to children, admission of children of all communities to school, reducing the drop out rate and increasing the retention rate of children through various measures. Besides all the above, provision should be made for non formal education centres for non attending children and various ancillary services to facilitate schooling of children.

Open and distance learning takes place when a teacher and students are separated by physical distance and technology. It has emerged as a powerful instrument for augmenting opportunities for higher education.

Willis Barry (1994) defined distance education as "the organisational framework and process of providing education at a distance".

With a view to giving special emphasis to provision of functional literacy in 15-35 age group, and also to ensure that recent technological and pedagogical advances are brought to bear on adult education programme, the Government decided in 1986 to start National Literacy Mission.

S.N. Mukerji defined "Adult Education broadly as to include all instructions, formal or informal, imparted to adults. In India, adult education has two aspects: (a) adult literacy, education of those adults who never had any schooling. (b) continuing education of the adult literature".

The Continuing Education Scheme of the National Literacy Mission envisages a number of different types of programmes which would give neoliterates an opportunity to attain different competencies and thus move towards self-sustenance and self reliance.

The person in charge of running Continuing Education Centres is called 'Prerak'. The teacher of non formal education will be equipped not only with the basic knowledge of pedagogical principles of teaching and learning but also with adult psychology, methods of motivating the learner and the ability to mobilise the local resources for teaching learning process.

Teaching is a profession that requires competence. A teacher is an individual who knows how to deal with different situations in a professional manner.

Mathew (1978) defined teaching competency "as the ability of a teacher manifested through a set of overt teacher classroom behaviours which is a resultant of the interaction between the presage and the product variables of teaching within a social setting".

It is basically the work of the administrator or the head of the institution to deal with teachers who are incompetent. He is the one who identifies them and trains them to function professionally. Training has been identified as a critical input to develop the vast human resource of the nation.

Training Need (Johnson, 1967) is the gap between the present level of performance and the standard level of performance of the job.

Dugan Laird (1978) commented that a training need exists when an individual lacks the knowledge or skills to perform an assigned task satisfactorily.

The State Literacy Mission Authority is the official agency for implementing the literacy and continuing education programme in Kerala. It is an autonomous institution supported by the National Literacy Mission, Government of India and the State Government.

The major programmes of the Literacy Mission are literacy classes, equivalency programmes, income generating programmes, quality of life improvement programme and individual interest promotion programme. The programme are implemented through the 4,000 Continuing Education centres which spread all over the State.

**1.1. NEED AND SIGNIFICANCE**

Education in India has always been considered as a means of educating the children through formal school system. Since independence, the efforts have been made to achieve full literacy and to universalise primary education. But both these aims have remained unachieved. The formal system of education has been considered the only means to provide education to the children and because of this reason the undue emphasis has always been given to the formal system of education. The high level of illiteracy in the country will ever remain until and unless we pay attention to the education of those who could not or cannot attend the school on regular basis and find it difficult to receive education through formal system of education. This problem can be bridged only through non formal system of education.

The demand for non formal education is particularly desirable for the work force in the age group 15-35 years who are the backbone of our country's economy and can play a vital and effective role in the economic system only if they are well educated. But here the basic question arises, that is, how can we make these non formal education programmes effective and successful and where are the teachers/instructors for the non formal education? So the teacher is the most important factor in the education process and the success of the non formal education entirely depends on the quality of the teachers. The programme of non formal education can only be made successful when the teachers/instructors are rightly prepared and trained in accordance with the contents, methods and problems of non formal education.

The teacher of non formal education will be equipped not only with the basic knowledge of pedagogical principles of education. With proper emphasis on the training and education of the personnel engaged in this system of education and proper implementation of the education programmes, the task of nation building could effectively be achieved.

The 'Preraks' of the CECs should be viewed as leader and person responsible for organising diverse kinds of post literacy and continuing education activities. To study the duties and responsibilities of the 'Preraks' and Programme officers are of immense use.

The main function of the CECs are conducting Equivalency classes, providing well-settled library and reading room, conducting discussions, training programmes, sports and adventurous and cultural activities, securing informations and above all providing communication centres. There is also the need to know the effectiveness of the functions of CECs, whether it is functioning or not.

It has become very essential to investigate the Competency and Training Needs of the 'Preraks' for the effective functioning of the Continuing Education Programme. The present study reveals the competency of 'Preraks' and their training need. The study also putforth suggestions for improvement, because only through researches and investigations the pitfalls of any planning can be find out. The investigator expected that this humble study would help the planners and implementators to find out the loopholes in planning and implementation and thereby reformation.

**1.2. STATEMENT OF THE PROBLEM**

The present study has been titled as **PERCEPTION OF 'PRERAKS' ABOUT THEIR COMPETENCY AND TRAINING NEEDS WITH REGARD TO THEIR DUTIES AND RESPONSIBILITIES IN PALAKKAD DISTRICT**.

**1.3. DEFINITION OF KEY TERMS**

**Perception of 'Preraks'**

In this study perception of 'Preraks' means point of view, assessment or judgement expressed by those who are instructing in Continuing Education Centres (Preraks) of Palakkad District.

**Competency**

Competency is the ability to apply to practical situations, the essential principles and techniques of a particular subject matter field (Good, C.V., 1973).

**Training Need**

Training Need is the gap between the present level of performance and the standard level of performance of the job (Johnson, 1967).

**1.4. VARIABLES OF THE STUDY**

Variables are the conditions that the experimenter manipulates or control or observe in an experimental set up. The important variables that come under the study are listed below.

**Independent Variable**

Independent variables are the conditions or characteristics that the experimenter manipulated or controls in his or her attempt to ascertain their relationship to observed phenomena.

Qualifications, Experience, Age and Gender are treated as independent variable.

**Dependent Variable**

Dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables.

Competency and Training Need are treated as dependent variables.

**1.5. OBJECTIVES OF THE STUDY**

Objectives setforth for the study are the following:

1. To study the perception of 'Preraks' about their Competency in discharging their duties in Continuing Education Centres.

2. To find out the perception of Training Needs of 'Preraks' in discharging their duties in Continuing Education Centres.

3. To find out the priority area of need for training of 'Preraks' in discharging their duties in CECs.

4. To find out whether there exists significant difference in the Competency of 'Preraks' based on qualification, experience, age and gender.

5. To find out whether there exists significant difference in Training Needs of 'Preraks' with regard to their qualifications, experience, age and gender.

6. To find out the relation between Competency and Training Needs of 'Preraks' in discharging their duties in CECs.

7. To suggest positive and constructive suggestions for future training programme.

**1.6. HYPOTHESES OF THE STUDY**

The present study is designed to test the following hypothesis.

1. There exists significant difference in the mean scores of perception of Competency of 'Preraks' in the relevant sub samples based on.

a) Qualifications

b) Experience

c) Age

d) Gender

2. There exists significant difference in the mean scores of perception of Training Needs of 'Preraks' in the relevant sub samples based on

a) Qualifications

b) Experience

c) Age

d) Gender

3. There exists negative relationship between Competency and Training Needs of 'Preraks'.

**1.7. PROCEDURE**

The procedure adopted for the present study is discussed in the following sections.

**Sample**

An exhaustive list of 'Preraks' of Palakkad district was prepared and a proportionate number of 'Preraks' from 11 Nodal Continuing Education Centres was selected to make a sample of 116 'Preraks'.

**Tools Used**

1. Competency Rating Scale for 'Preraks'.

2. Training Need Rating Scale for 'Preraks'.

**Statistical Techniques Used**

1. Percentage Analysis

2. Ranking

3. Test of Significance of Mean Difference for Large Independent Sample

4. Pearson's Product Moment Coefficient of Correlation (r)

**1.8. SCOPE AND LIMITATIONS OF THE STUDY**

The main purpose of the present study was to find out the perception of 'Preraks' about their Competency and Training Need with regard to their duties and responsibilities in Palakkad District.

To conduct this study the investigator prepared a Rating Scale to assess the Competency of 'Preraks' and their Training Needs. This Rating Scale can be used further to assess the Competency of 'Preraks' and their Training Needs in other districts. The result of the study can give valid informations, regarding the Competency of 'Preraks' about their duties and responsibilities and their Training Needs.

Even though the present study was conducted with maximum possible attention and specificity, certain limitations which could hardly be avoided have crept into this study. They are:

1. Shortage of time and the nature of sample has necessitated the investigator to confine the study in Palakkad district.

2. The tools used for the data collection is Rating Scale. The data obtained through the rating scale were not corroborated with real opinion, using techniques such as face to face interview for all the elements in the sample.

3. The 'Preraks' of the three Corporation Literacy Mission of Palakkad district could not be included under this study.

Inspite of the above limitations, the investigator has attempted to make the data as objective and valid as possible.

**1.9. ORGANISATION OF THE REPORT**

***Chapter I*** presents a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, hypotheses and objectives, methodology, scope and limitations of the study.

***Chapter II*** presents the theoretical aspects of Competency, Training Need and the findings of related studies.

In ***Chapter III***, the methodology of the study, describing in detail the variables selected, the tool used, selection of the sample, data collection, scoring procedure and the statistical techniques used for analysis are given.

Details of statistical analysis of data and discussion of results and tenability of hypotheses are given in ***chapter IV***. ***Chapter V*** presents the summary of the study, major findings, educational implications and some suggestions for further research in this area.

**REVIEW OF RELATED LITERATURE**

Review of related literature is the essential aspect of any research, which help the researcher to get adequate familiarity with the problem which has already been done in the area of research.

By reviewing the literature related to the selected problem, the researcher can avoid duplication of the same problem. It also provides suggestions for modification in the research and helps to avoid the unanticipated difficulties faced during the research.

**2.1. THEORETICAL OVERVIEW OF THE STUDY**

Literacy is a basic need for and key to intellectual and moral development of an individual. The Government of India has been striving to make functional literacy achievable country wide. Various literacy programmes have been implemented to reach the goal of "Education for all". Among them, The Total Literacy Campaign, Post Literacy Programme and Continuing Education are noteworthy ones launched by the NLM.

The State Literacy Mission Authority is the official agency for implementing the Literacy and Continuing Education Programme in Kerala. It is an autonomous institution supported by the National Literacy Mission, Government of India and the State Government.

The major programmes of the Literacy Mission are literacy classes, equivalency programmes, income generating programmes, quality of life improvement programmes and individual interest promotion programme. The programmes are implemented through the 4,000 continuing education centres which spread all over the state.

National Literary Mission NLM

State Literacy Mission SLM

District Literacy Mission DLM

Corporation Literacy Mission CLM

Municipal Literacy Mission

Wait Literacy Mission WLM

Block Literacy Mission BLM

Panchayat Literacy Mission GPLM

Ward Literacy Mission WLM

**2.1.1. Competency**

"Competency" ordinarily is defined as adequate for the purpose; suitable, sufficient, or as legally qualified, admissible, or as capable. In a sense, it refers to adequate preparation to begin a professional career, and has a direct linkage to certification requirements. Cooker (1976) defined "competence is seen as the ability to cope with a certain class of problems encountered on the job. A teacher who can deal with problems in certain area is said to be competent in that area, a fully competent teacher is one who can cope successfully with any professional problem". Competency in teaching stems from the capacity to reach out differing children and to create a rich and multidimensional environment for them (Joyce and Weill, 1985). Teaching competence means possessing a set of performances on which the teacher can draw as situation vary.

Traditional approaches to competitiveness (eg., Helmreich and Spence, 1978; Jenkins, Zyzanski, and Rosen man, 1979) define competitiveness as the desire to win in interpersonal situations. The interpersonal nature of the construct implies that competitiveness is inextricably tried to an individual's actual or perceived social environment. Accordingly, competitiveness requires the perceived presence of a rival or a group of competitors who serve as performance standards for the individual.

The qualities of competence are the enthusiasm, fluency, industry, neatness, originality, adaptability and thrift.

Teaching competence in the "effective performance of all observable teacher behaviours that bring about desired pupil outcomes". Teachers engage in explaining, demonstration, order maintaining, record keeping, assignment making, curriculum planning, testing and evaluation and many kinds of activities. Teacher competencies are the skills, knowledge, values which a teacher possess; they are the tools of teaching. Only the teacher who possess all the skills, knowledge and values can function effectively in a teaching situation and is said to be competent to teaching in that situation.

**2.1.2. Training Need**

Training means "To educate a person so as to be fitted, qualified, proficient in doing some job". Also it means getting a man to do a job correctly, effectively, conscientiously. It aims to prepare to carry out a specific set of tasks in relation to his occupation. Training not only improves performance but also increases the motivation and confidence of the trainee.

There is a hair split difference between education and training. Education is primarily concerned with opening out the world to the students so that he can choose his interest and mode of living and also his career. Training on the other hand, is primarily concerned with preparing the person for certain lines of action in which he works and which also improves his performance in that field. Training is, typically, defined in reference to some organisational objectives.

"A planned process of teaching and learning that seeks to prepare members of a group or an organisation or acquire knowledge, attitudes and skills required by the group or the organisation for implementing its objectives and thereby its overall mission".

Training recognises the scientific and technological orientation, its application, and at the same time it penetrates into the human need for dignity, self reliance, freedom and moral responsibility to achieve the total participation and conviction (Lynton and Pareek, 1990).

Training is needed because it prepares a man for work in particular structure and improves the performance. Training also makes up for any deficiency in new recruits and maintains or boosts up the morale of the personnel. Training not only improves performance, but also increase the motivation and confidence of the trainee. Training also improves a person's skill, his power of intelligence and develop in him the desired attitudes and values required for his work. Training further helps the new entrant to acquire occupational work-skills and the latest knowledge. It makes him familiar with the objectives of the programme and help to make his potential contribution in promoting the goals of the programme.

**2.2. REVIEW OF RELATED STUDIES**

**2.2.1. Studies on Competency**

Mukhopadhyay and Sharma (1990) attempted to identifying teaching competencies specially for integrated education of the disabled children. The study covered a sample of 33 teachers. The tools used included a checklist for studying attitudes of teachers towards equal educational opportunity for exceptional children in the integrated classroom, and a competency rating scale for teachers. The study revealed that, in terms of pattern of ranking of competencies for integration, there was unanimity in the perceptions of ranking of integrated schools.

Basi, Satpal Kaur (1991) conducted a study of the following competency of language teachers in relation to their job satisfaction, locus of control and professional burn out. The study focuses on measuring the teaching competency of language teachers of Ferozepur, Ropar and Ludhiana districts and ascertained the difference between the more competent and the less competent language teachers in relation to the measures of job satisfaction, locus of control and professional burn out. It also attempted to study the difference between various groups of language teachers on the basis of sex, background of school, type of school, the language taught by the teachers and tenure of service.

Das (1993) conducted a study on effectiveness of concept attainment model in terms of teaching competency of pre-service student teachers. The sample of the study comprised 76 student teachers studying in B.Ed. of the Department of Education belonging to Devi Ahilya Vishwa Vidyalaya, Indore. Tools used to collect the data included theory check up test by Bruce Joyce, Reaction Scale by B.K. Passi. It was found that concept attainment model was effective in developing the teaching competencies of pre-service student teachers.

Goel and Mishra, Renn (1993) conducted a study on prediction of educational competency. The sample comprised all the 119 students of B.Ed. course of 1992-93 batch of Indore. Various relevant data were collected using tests on teaching aptitude, language ability, general mental ability and social sensitivity. It was found that out of four independent variables, language ability, teaching aptitude, general mental ability and social sensitivity, the first two were contributing most to the educational competency.

Sharma, Anuradha, Bhargava, Mahesh and Sinha Renuka Kumari (1993) conducted a study on career attitude and competency among adolescents studying commerce and science at intermediate level. The sample comprised 100 male students of class XII; fifty from science and fifty from commerce streams drawn from a reputed intermediate college of Agra. The data were collected using the Indian Adaptation of Crisis Career Maturity Scale in Hindi by Gupta. The study revealed that, as regards the career competency measures, out of 5 job related capabilities, significant difference were found in 3 areas.

Kukreti (1994) conducted a study on job motivation and teacher competency: A correlational study. The sample comprised 589 teachers from secondary schools in Bareilly in UP and 2356 students from the sample schools by the multistage random sampling technique. Tools used were the Teacher Efficiency Scale and Job Motivation Analysis Form. The study revealed that the competent teachers had joined the teaching profession because they regarded teaching as a prestigious job.

Lalitha (1994) conducted a study on creativity in relation to teaching competence of B.Ed. teacher trainees studying in the colleges of education of Bangalore University. The sample comprised 206 B.Ed. trainees studying in four colleges of education affiliated to Bangalore University. The instruments used include Baquer Mehdi's Creativity Test and Baroda General Teaching Competency Scale. It was found that flexibility, verbal originality and elaboration were found to be significant predictors of planning part of teaching competence.

Naseema (1994) was conducted a study of Teaching Competence of secondary school physical science teachers in relation to satisfaction of teaching physical science. The sample comprised 150 physical science teachers in secondary schools of Kerala. The tools used include Teaching Competence Rating Scale, General Teaching Competency Scale. It was found that 30.92 percent of physical science teachers differed in perceived teaching competence.

Thiagarajan, Ponnambala, Krishna, Santhana and Jayalatha (1995) conducted a study on teaching competency and achievement. The sample of the study comprised 290 students belonging to eight higher secondary schools from Tuticorin Municipal area of Chidambaranar District. The tool used to collect the data was Teaching Competency Scale by Passi and Lalitha. The study revealed that teaching competency and achievement of boys had significant relationship.

Chakravarthi, Panda, Tripathy and Mishra (1996) conducted a study on the identification of minimum support facilities required for effective implementation of competency based MLL approach to teaching learning at the primary stage in the DPEP district Dhenkanal of Orissa. The sample of the study consisted of 267 students, 133 students of class II and 134 students of class III, and their teachers, selected randomly from all the DPEP project schools of Dhenkanal district of Orissa. The data were collected using general information schedule, diagnostic tools for teachers, interview schedule and competency-based achievement tests for students. The study conclude that training may be given to the teachers to make them high motivated professionals who can instill the acquisition of skill processes to child learners on desired competencies, to prepare activities or demonstrations on lessons and make them proficient in the use of science, mathematics, and tool kit appropriate to lessons, and to handle multigrade situations.

Desai, Susheela and Deshpande, Shashikala (1996) conducted a study on Interactive effect of sources of feedback and student-teacher personality on student teacher competence. The sample of the study comprised 53 male B.Ed. trainees of college of Education from Bijapur in Karnataka were selected randomly. The tools used to collect the data were Teaching Assessment Battery by Jangira, et al. and feedback forms of occurrence schedule and rating scale. The study revealed that there was no significant difference in teaching competence of high neurotic and low neurotic student teachers.

Gupta, Sharma and Malviya (1996) conducted a study on the development and field testing of competency based teaching learning strategies and materials suitable for primary schools with two teachers teaching in multigrade setting. The sample of the study comprised nine teachers selected from primary schools in one cluster of Dhar block of Dhar district in Madhya Pradesh. The tools used to collect data included attainment test for Grades I, II, III, IV and V, competency teaching plan for multigrades, observation schedule and an opinionnaire. The study revealed that, most of the teachers teaching in multigrade setting did not have any preservice training.

Rengarajan (1999) conducted a study on attitude of primary teachers towards competency-based lesson plan. A sample consisted of 149 teachers at four Block Resource Centres selected randomly from Pudukkottai district of Tamil Nadu. An attitude scale developed by the researcher was used for the collection of data. The results revealed that there was no significant difference between the primary headmasters and primary teachers in their attitude towards competency based lesson plan.

Sharma (1999) conducted a study on the impact of interventional strategies on attainment of MLL competencies in multigrade schools. The sample of the study comprised 130 students of class II, III and IV of five multigrade schools of Kolar and Mandya districts. The tools used to collect data were tests based on selected MLL competencies and interviews. The study revealed that prepared teaching and learning materials helped multi grade students to learn MLL competencies in Kannada, Mathematics, EVS-I and II better.

Banerjee, Surender Nath (2000) conducted a study on the mathematical competencies of the primary school drop outs. A sample consisted of 400 drop out children from classes I-V selected randomly from 100 primary schools of Hooghly district, West Bengal. The Achievement Test in Mathematics was used for the collection of the data. It was found that urban drop-outs were significantly superior in their MLL competency than rural drop outs in both the genders.

Joshi and Parija (2000) conducted a study on personality correlate of teaching competency. The sample comprised 62 B.Ed. trainees of the Institute of Education, Devi Ahilya Vishwa Vidyalaya, Indore admitted in 1995-96 academic session. Teaching competency was measured by General Teaching Competency Scale and personality was measured by 16 PF. The study revealed that, the teachers possessing personality traits like boldness, confidence, experimentation, imagination, reserved, high self concept and relaxed have higher teaching competency than their counterparts.

Rao (2002) conducted a study on teacher competencies and learner achievement in tribal areas of Karnataka. The study was survey as well as correlation in nature in the sense that the achievement and competence levels of students and teachers from selected tribal areas in different curricular subjects at primary level were surveyed. Tools used to collect data were achievement tests were developed based on the competencies specified for class III in language, mathematics, EVS-I and EVS-II. The findings revealed that the teachers do not possess required competencies either in the subjects or in the pedagogical methods, except for an average performance in language and mathematics.

Gulati and Dutta (2004) conducted a study on children in difficult circumstances and indications of resilience: competence profile of adolescent at risk. The sample consisted of 245 students and their families living in persistent poverty. Tools used included socio-economic status scale and competence scales. Results revealed that gender differences in performance of adolescents at various levels of competence were significant for school competence in favour of females and for social competence in favour of males.

Madhusudan (2004) conducted a study on competency based achievement test as an indicator of primary school improvement programme. The study selected purposefully, six schools from Gulbarga, Karnataka. Each school has two sections in standard IV, with a total of 12 teachers and 506 students. Tools used to collect the data were the competency based Achievement test in mathematics and environmental science for standard IV. The study revealed that the test on mathematics is found to be not having the influence of teacher inputs in terms of teacher competency.

Maheswar Panda (2004) conducted a study on prediction of teaching competency from creativity, intelligence and teacher attitude. The initial sample consisted of all the 128 pupil teachers enrolled in a one year B.Ed. course in the college of Teacher Education, Bolangir of Orissa state. But all the tools could be administered on only 112 pupil teachers which constituted the final sample. Tools selected for the collection of data was the General Teaching Competency Scale by Passi & Lalitha. The study revealed that the predictors, i.e., creativity, intelligence, and teacher attitude do not influence teaching competency with similar effect as their regression coefficients are not equal in value rather having different magnitudes.

Natarajan and Natesan (2004) attempted to study the effect of competency based teaching of Environmental Science through video on student's attainment at primary level. Sample size of the study consists of eighty six students studying in V standard drawn by purposive sampling technique from Government Aided school in Pudukkottai. Tools for the study were Entry behaviour test and pre/post-test. The study revealed that attainment of the concept and mastery of competencies can be possible through video cassette techniques at primary level.

Pani (2004) conducted a study on early verses late phonological intervention for reading competence among children. A total sample of 80 children, 40 from kindergarten and 40 from standard one were taken as the subject. Results revealed that phonological sensitivity is present in both the groups and also increases steadily as the age of the children increases.

Pushpam and Soundarajan (2004) conducted a study on teaching competency of science teachers at higher secondary level. The sample consists of science teachers working in higher secondary level and students studying in science groups at higher secondary level within the geographical limits of Coimbatore Educational District formed the population of the present study. Tools used were Indoor Teaching Assessment Scale and Job Satisfaction Scale. The findings of the study indicates that teachers working in Aided and Matriculation schools have better teaching competency than teachers working in Government and Corporation schools.

Jeba (2005) conducted a study on teaching competency and mental health of student teachers in a district institute of Education and Training. The sample consisted of 150 men student teachers and 150 women student teachers in DIET, Vanaramutti, Thoothukudi district. Tools used in this study were a Mental Health Status Scale and a Teaching Competency Assessment Scale. The study revealed that mental health variable is related to the teaching competency of student teachers.

Sabu and Jangaiah (2005) conducted a study on stress and teaching competence. The study was carried out on a sample of 60 secondary school teachers of Kollam district of Kerala. Random sampling method was used. The tools used to collect the data were the teachers stress scale developed by DVVK Raju and teaching competency scale developed by PVSR Raju were used in this study. The study revealed that there is a negative correlation between stress and teaching competence of secondary school teachers.

**2.2.2. Studies on Training Need**

Tejnder Singh, Natu Krishnan and Chaudhary, Thomas (1991) conducted a study on inservice training a myth or reality. The attitudes of 24 teachers and 12 students who participated in a workshop on learning and assessment were evaluated using a Likert Scale at CMC Ludhiana. The study revealed that unless training is able to change the belief system of the participants, much of what has been learnt may not be put into actual use.

Jerome Joseph and Liza Thomas (1992) conducted a study on the management training needs of IAS officers in the context of a changing environment. An exploratory survey using questionnaires and interviews in order to elicit the views of IAS officers on various aspects of the training needs of the category under study. Twenty-one officers participated in this component of the study. The study revealed that there is no relationship between the career path of the IAS officer and the nature of the training programmes for which he is sent during his career.

Singh and Sharma (1992) conducted a study on training needs of grape cultivators in Haryana. The study was conducted in twelve randomly selected villages of Hisar district of Haryana State. A proportionate number of farmers from each village was randomly selected to make a sample of 100 farmers. The data were collected through a pretested structural interview schedule. The study revealed that grape growers needed training particularly in the areas of quality improvement of grapes, pruning techniques, disease and insect-pest control.

Shinde, Vishwanath (1993) studied the effect of training in study skills on the scholastic achievement. The sample of the study comprised 60 students drawn from two schools of Hyderabad city (A.P.). The researcher imparted a training programme on study skills using SQ3R method of study (Survey, Question; Read, Recite and Review). Simultaneously it was found that the experimental group performed significantly better than the control group which was not given any training in study skills.

Malik, Achal Kumar (1994) conducted a study on training needs for executive development. The study revealed that training and development of teaching and non teaching staff, institutional planning, interpersonal and leadership skill were identified as the training needs of heads of Navodaya Vidyalayas.

Yadav (1994) conducted a study on the cost effectiveness of training modalities in population education. The sample comprised 96 secondary school teachers from rural schools in Gurgaon District who were selected through stratified random technique. The tools used to collect the data included Population Education Awareness test, Population Education Attitude Scale and Training Cost Assessment Sheet. The study revealed that teachers awareness on population issues improved after training under all the three modalities.

Jangira, Singh, Ajit and Yadav (1995) conducted a study on teacher policy, training needs and perceived status of teachers. The sample of the study comprised 1907 primary school teachers of the two districts in each of the states of Assam, Maharashtra, Karnataka, Kerala, Tamil Nadu, Orissa and five districts of Madhya Pradesh were selected through random selection technique. The tools used to collect the data were state policy on Teacher Training Guidelines, and Training Institute Information schedule. The study revealed that the teachers felt that the quality of initial training they received was not satisfactory.

Budhani, Seema and Singh (1996) conducted a study on communication support for training rural youth in TRYSEM. The study was conducted on 45 trainees in three traders at the People's College, Haldwani District, Nainital (U.P.). The relevant data were collected using personal data blank and an opinionnaire. The study revealed that most of the trainees did not possess any kind of 'howtodo' knowledge with respect to their trade before joining the training programme.

Grewal, Grewal and Jagwani (1996) conducted a study on development and validation of needs assessment survey technique for the identification of training needs of primary school teachers in a DPEP district. The sample of the study comprised 116 primary school teachers drawn from the primary schools of three districts of Madhya Pradesh. The tools used to collect the data included teacher's responses obtained on checklists. The study revealed that, highest expressed needs by the teachers were in geography related components of the environmental studies.

Singh, Ajit and Kumar, Anil (1996) conducted a study on training needs of primary school teachers. The sample comprised 202 primary school teachers from two districts of Assam. The instruments used for collecting data were State Policy on Teacher Training and Guidance (SPTG), Schedule for SCERT Faculty (SSF). The study revealed that more than 90% of the teachers, both male and female reported that they needed insevice training.

Singh and Umed Singh (1996) conducted a study on management of training programmes. The sample consisted of five selected districts Karnal, Kuenkshetra, Kaithal, Yamuna Nagar and Ambala 50 SMSs have been selected for collecting the data. Two separate schedules were developed after an intensive study of the literature on training and management aspect to collect the data. The study revealed that the quality of any training programmes depends to a large extent upon the type of training methods used in a particular training course.

Sahoo (1996) conducted a study cost effectiveness of training researches in population education, researches in population education, 1980-2000. The sample consisted of 200 secondary school teachers. One hundred were trained in centralised training modality and the other 100 were trained in decentralised modality. The data was collected through knowledge test and attitude scale. Results revealed that performance of teachers trained in centralised training modality was better than that of those trained in decentralised modality with respect to knowledge and attitude.

Upadhyay and Singh (1996) conducted a study on trainer's perception towards training process: A study of vocational training institution in UP. The sample consisted of all the trainers, viz., Training organisers, Training associates, Training assistants were selected as the respondents of the study. A systematically designed interview schedule with open ended questions were administered to the trainers and a participant observation technique was used for on-going training programme to assess realities were used to collect the data. The study revealed that trainers follow a systematic process of training to ensure the quality of training.

Singh, Om Prakash (1997) conducted a study on the effect of Micro and Traditional training on teacher behaviour: A comparative study. The study adopted experimental design with one control and one experimental group. Fourty four students in science stream of the B.Ed. batch were assigned equally after matching them for age, sex, area and marks in the B.Sc. degree. The study used Flander's interaction Analysis Ten Category system observation schedule. The study revealed that the two groups differed on pre-test with respect to pupil initiation ratio and teacher response ratio categories.

Narayanan, Jayanthi and Ajit (1999) conducted a study on the development of skills in mentally retarded child. The effect of home training using the single subject design, a female mentally retarded child aged 5 years 7 months was studies. She had no other associated physical handicap or medical problems. She was the first of two children of educated parents living as an extended family with grand parents. The tool used was a pre primary level checklist developed at the National Institute for the Mentally Handicapped (NIMH). The study revealed that though the chosen skills to be trained were only two, there was an improvement in the overall development in all areas.

Premakumtakar (1999) conducted a study on training needs of women leaders in the panchayat raj institutions in Madhya Pradesh. The sample comprised of this study were out of the 45 districts in Madhya Pradesh, Jabalpur district was selected for the study. Jabalpur district has 13 blocks of which Patan and Jabalpur blocks were randomly selected. The Jabalpur block has 82 Gram panchayat and Patan block has 76 Gram panchayats. For the purpose of the study 10 percent of the panchayats were selected by the random sampling method. An indepth interview was conducted for all the women leaders from the sixteen panchayats with the help of a specially designed interview schedule. The study revealed that the need to enhance and widen the training base and resources to cover all panchayat functionaries.

Saha, Amalkumar (1999) conducted a study on role perception of trained teachers. A sample consisted of 84 teachers selected randomly from purposely-selected 30 primary schools of Bilasipara. Questionnaire, Interview and Field study were employed for data collection. It is found that the quantity of untrained teachers is less at the primary level in comparison to trained teachers.

Srivastava and Aggarwal (1999) conducted a study on restructuring secondary teacher training: A prospective model. The study of the existing practice teaching was conducted on the four Regional Institute of Education NCERT through visits, direct observation, interviews and questionnaires. The study revealed that Micro teaching, Herbartious Pedagogy, Simulated teaching, Lesson Planning and teaching with aids constitute the existing pattern of teaching in RIEs.

Jena (2000) conducted a study on priorities of training and attitude of special educators towards people with mental handicap. The sample comprised of 26 special educators, having 2 years working experience, participants in a refresher course on mental retardation from the states of Bihar, Manipur, Orissa, Tripura and West Bengal 49-item Attitude to people with Mental Handicaps (APMH) (Nursery *et al*., 1990) having 4 domains was used for data collection. The study revealed that most of the special educators suggested early intervention as the most preferred area of training in special education.

Shinde (2001) conducted a study on study skill training programme and its impact on scholastic achievement of Ashram schools of Adiwasi (Tribal) area. A total sample of 115 students of 10th standard of three different post Basic Ashram schools of the Adiwasi areas (tribal) of Nashik district of Maharashtra were selected. The 41 students were included in experimental group and 43 in control group I and II was from Rohila and Ambegan of Post Basic Ashram schools respectively. The findings of this study are that imparting study skill training may enhance the scholastic achievement of the students.

Kaushik, Sandhya Singh (2002) conducted a study on behavioural analysis and modification of Parent Training Techniques involved in improving study and Home work behaviour of their academically backward children. The study consisted of two experiments. The first experiment involved 9 mother child pairs and the second involved 8 mother child-pairs selected for the study. The study was found that the verbal instructions, even if specific were not effective in training the mothers.

Naresh Kumar Gupta (2002) conducted a study on training needs of teacher of night school. The study is based on the 11 Night Schools of Chandigarh Administration. Tools used to collect the data were Training Need Assessment Questionnaire and observation of some classes in Night schools. The study found that Training needs of the Night school teachers of Chandigarh were assessed under the areas of Academic inputs, management inputs, personality development inputs and social inputs.

Reddy, Sudhakara and Jyoth M. Nirmala (2002) conducted a study on the attitude of teachers trained through correspondence mode. The sample consisted of 200 teachers, who completed B.Ed. course through correspondence from Sri Venkateswara University, Tirupati selected through systematic stratified random sampling procedure. A three-point attitude scale with 67 statements developed by the investigators was used for the data collection. It was found that, all the teachers were possessing favourable attitude towards B.Ed. through correspondence course.

Singh (2002) conducted a study on effect of thinking training programme (CORT Strategy) on facilitation of creativity amongst tenth grade students. The sample comprised of 75 students of class X of South Indian Cultural Association School. The tools used include Bhawalkar Self-Confidence Scale and Group Test of General Mental Ability by Jalota. Reaction towards Thinking Training Programme (TTP) was assessed with the help of tool developed by the investigator. Study revealed that Thinking Training Programme was found to be significantly superior to conventional method in facilitating verbal creativity and its dimensions.

Prasad (2003) conducted a study on stress management training of outstation college students living in Chennai. The sample consisted of 70 outstation college students living in Chennai selected randomly. They were asked to fill stress questionnaire of Latha Sathish and stress management training was given to them for a period of two months. Results revealed that the stress management training was effective in reducing the stress level and improving the stress control of the outstation college students living in Chennai.

Venkatesha (2003) conducted a study on the impact of 'Preraks' training in continuing education programme. The sample consisted in this study were 25 Continuing Education Centre 'Preraks' and five 'Preraks' of Nodal Continuing Education Centre were randomly selected. The tools used for data collection included Questionnaire for the 'Preraks', Co-ordinators and the Trainers, Checklist for group discussion. The study found out that the training was related as useful by 13.3% 'Preraks', while 65.8 per cent said it was average and 16.7 percent said it was poor.

John Paul and Sarah Manickaraj (2004) conducted a study on impact of psychological training based on the psychological profile of undergraduates and post graduates. The sample were selected by purposive sampling method from the department of psychology of an autonomous college based in Chennai. The sample consisted of 22 under graduates and 22 post graduates. Tools used to collect data were Differential Aptitude Test and Advanced Progressive Matrices. The study concluded that the need-based psychological trainings, namely Aptitude, Intellectual, Interest, Adjustment and Personality Development Training programme was effective in developing Aptitude, Intelligence, Interest, Adjustment and Personality respectively of under graduates and the post graduates.

Meenakshi Sundaram (2004) conducted a study on caste system in relation to friendship, ajdustment and teacher training system among D.T.Ed. teacher trainees. The sample consisted of 350 teacher trainees of 17 training institutes situated in Dindigul, Theni, and Coimbatore districts of Tamil Nadu. The tools used include the Scale of Attitude towards Caste System was developed by the researcher and the Scale of Attitude towards Teacher Training by Mehta and Srivastava. Results revealed that friendship of female teacher trainees is significantly better than male trainees counterparts.

Sindu and Alok Sharma (2005) conducted a study on inservice training programme for chemistry post graduate teachers. A 21 days in-service training programme for Chemistry post graduate teachers was organised in the Regional Institute of Education (NCERT), Bhopal. The efficacy of the programme was tested by studying the performance of the participants increased from 49.85% to 86.90%. The opinion of the teachers on different aspects of the training programme and a feedback were sought through a questionnaire. One of the suggestions was that the types of input in respect of contents; chemistry theory; chemistry practical, education should be 60 : 10 : 10 for 80 sessions assigned for the programme.

**2.3. Analysis of the Review of Related Studies**

The above review gave a wide perspective of the present study under investigation. Moreover, by reviewing related studies, the investigator could identify the competencies of teachers in various aspects. However, almost all studies reviewed indicated that, studies related to Competency of 'Preraks' and their Training Needs are very rare but the problem is a serious issue. One of the recent studies focus on the impact of 'Preraks' Training in Continuing Education Programme (Venkatesha, T. 2003).

While reviewing the literature related with the present study, the investigator found that competency can be improved by training. But it was noted that studies which provided Competency and Training Needs of 'Preraks' are very few. This inspired the investigator to taken this problem. More over, the present study helps the investigator to construct a Competency. Rating scale and the Training Need Rating Scale. So the present study is a humble attempt to study the perception of Competency of 'Preraks' and their Training Needs in Palakkad district.

**METHODOLOGY**

The present study is an attempt to find out the perception of 'Preraks' about their competency with regard to their duties and responsibilities in Palakkad district. Methodology of the study is presented under the following section.

**3.1. VARIABLES**

**3.2. OBJECTIVES**

**3.3. HYPOTHESES**

**3.4. PROCEDURE**

**3.1 VARIABLES OF THE STUDY**

Variables are the conditions that the experimenter manipulates or control or observe in an experimental set up. The important variables that come under the study are listed below.

**Independent Variable**

Independent variables are the conditions or characteristics that the experimenter manipulated or controls in his or her attempt to ascertain their relationship to observed phenomena.

Qualifications, Experience, Age and Gender are treated as independent variable.

**Dependent Variable**

Dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables.

Competency and Training Need are treated as dependent variables.

**3.2. OBJECTIVES**

Objectives set forth for the study are the following.

1. To study the perception of 'Preraks' about their competency in discharging their duties in Continuing Education Centres.

2. To find out the perception of training needs of 'Preraks' in discharging their duties in Continuing Education Centres.

3. To find out the priority area of need for training of 'Preraks' in discharging their duties in CECs.

4. To find out whether there exists significant difference in the competency of 'Preraks' based on qualification, experience, age and gender.

5. To find out whether there exists significant difference in training needs of 'Preraks' with regard to their qualifications, experience, age and gender.

6. To find out the relation between Competency and Training Needs of 'Preraks' in discharging their duties in CECs.

7. To suggest positive and constructive suggestions for future training programme.

**3.3. HYPOTHESES**

The present study is designed to test the following hypotheses.

1. There exists significant difference in the mean scores of perception of competency of 'Preraks' in the relevant sub samples based on.

a) Qualifications

b) Experience

c) Age

d) Gender

2. There exists significant difference in the mean scores of perception of training needs of 'Preraks' in the relevant sub samples based on

a) Qualifications

b) Experience

c) Age

d) Gender

3. There exists negative relationship between Competency and Training Needs of 'Preraks'.

**3.4. PROCEDURE**

SAMPLE

And exhaustive list of 'Preraks' of Palakkad district was prepared and a proportionate number of 'Preraks' from 11 Nodal Continuing Education Centres was selected to make a sample of 116 'Preraks'. The sample was selected using purposive sampling technique.

TOOLS EMPLOYED FOR DATA COLLECTION

To carry out any type of research, data must be gathered with which to test the hypothesis. Many different methods and procedures have been developed to aid in the acquisition of data. Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select the available tools which will provide adequate data he/she requires for testing the hypotheses. In some situations, he/she may find that existing research tools do not suit his purpose and so he/she may modify them or construct his/her own" (Kaul, 1997)

For the present study, competency and training needs of 'Preraks' no appropriate tool was available. Hence the investigator attempted to develop a scale on Competency and Training Needs with the help of her supervising teacher.

**A. Planning of the scale**

For the preparation of the Competency, and Training Need Rating Scale for 'Preraks' an investigator made an extensive study on the duties of 'Preraks'. The available literature on duties of 'Preraks' are Handbook for 'Preraks' and 'Assistant Prerakmarude Karthavyangal' published by Kerala State Literacy Mission. The literatures show that there are twelve major duties. The twelve major duties of 'Preraks' in the Continuing Education Centres included in the scales are mentioned below.

**1. Conduct Surveys**

'Conducting Surveys' means find out the illiterates and neo literates and classify them according to their standards. The sub components identified under this major component are

a) Ability to find out the illiterates and neo literates and classify them according to their standards.

b) Ability to find out local resources like schools, clinics, governmental and non-governmental institutions which are beneficial for the effective functioning of the CECs.

c) Ability to find out the interests, needs and problems of the society.

d) Ability to find out resourceful persons like doctors, teachers and social workers for the effective functioning of the CECs.

**II Organise Literacy Classes**

'Organise Literacy Classes' means arranging literacy classes and equivalency programmes. Neo literates and school drop outs who wish to continue their studies in the non formal education scheme are the real beneficiaries of the equivalency programme. The sub components identified under this major component are.

a) Ability to motivate the illiterates and neo literates for learning and conducting classes in the CECs.

b) Ability to create facilities like seating facilities, light facilities for teaching and learning materials in the centres.

c) Ability to arrange classes according to the time and place of the learners.

d) Ability to analyse the attendance levels of the learners.

e) Ability related to evaluate the abilities and achievements acquired by the learners and accepting further procedures for their improvement.

f) Ability to conduct equivalency programmes for class four, seven and ten and prepare the learners for external evaluation.

**III Arranging Ward Saksharatha Samithi Meeting**

'Arranging Ward Saksharatha Samithi Meetings' means organising Continuing Education Centres Meeting and taking decisions. The sub components identified under this major component are.

a) Ability related to organise Continuing Education Centres Saksharatha Samithi Meetings.

b) Ability related to plan and prepare official sessions with respect to their importance.

c) Ability to prepare the Minutes and Records of decisions of Meetings.

d) Ability related to execute the decisions of Meetings

**IV Providing well settled Library and Reading Room**

'Providing well settled Library and Reading room' means supervise and open the library for the effective functioning of the Continuing Education Centres. The sub components identified under this major component are.

a) Ability to provide books according to the needs of the people and motivate them to read.

b) Ability to collect maps, details of welfare programmes, addresses beneficial to the society and useful informations and keep it in the library.

c) Ability related to collect books from the society at free of cost and expand the library.

d) Ability to organise exhibitions of books, discussions about books, and arrange a mobile library.

**V Organise Employment Training Courses**

'Organise Employment Training Courses' means invite skilled persons to the centres and provide short-term employment training classes to generate their income. The sub components identified under this major component are.

a) Ability to organise short-term employment training courses like agricultural training, training to make toys.

b) Ability to ensure the co-operation of resource persons and local agencies while conducting employment training courses.

c) Ability to find out new employment opportunities and there by generate the income of the beneficiaries.

**VI Conducting Discussion**

'Conducting discussions' means organise interactions with the resource persons to provide informations to the beneficiaries. The sub components identified under this major component are.

a) Ability to organise discussion sessions to provide informations regarding scientific methods to the beneficiaries.

b) Ability to execute the decisions and increase the benefits.

c) Ability to exhibit the topics of discussions, decisions of the group, Messages, Advices and suggestions in the centre.

**VII Organise Cultural Programme**

'Organise cultural programmes' means organise cultural competitions in the centres. The sub components identified under this major component are.

a) Ability to protect the traditional art forms and attract people to the centres through organising cultural programmes.

b) Ability to find out the inherent cultural abilities and motivate them to develop their abilities and thereby give the benefits to others.

c) Ability to organise local festivals and thereby protect the traditional arts.

**VIII Act as Communication Centres**

'Act as communication centres' means provide technical advices to the beneficiaries. The sub components identified under this major component are.

a) Ability to give technical advices to the people.

b) Ability to help the people by giving informations related to old age pensions, Educational and employmental help, and thereby solving the needs of the people.

c) Ability to develop self-potential through reading, interactions with the officials etc.

**IX Conduct Sports and Adventurous Programmes**

'Conduct sports and adventurous programmes' means organising sports and plays in the CECs. The sub component identified under this major component are.

a) Ability to organize sports and adventurous programmes in the centres and thereby attracts the youths to the CECs.

b) Ability to collect funds with the permission of Authorities and buy sports materials.

c) Ability to understand the peculiarities of different plays.

**X Collect of Resources**

'Collection of Resources' means collecting human resources, physical resources, and economic resources for the effective functioning of the centres. The sub component identified under this major component are.

a) Ability to collect human resources like services of persons working in different fields and utilise these services in the centres.

b) Ability to collect physical resources like table, chair, Audio Visual materials from the society with the help of Ward Sakshartha Samithi.

c) Ability to collect economic resources through membership fees, government aid and donations.

d) Ability to utilise the available resources at maximum level.

e) Ability to keep the documents and registers of physical resources existing in the centres.

**XI Formation of Groups**

'Formation of Groups' means forming individual groups for various purposes and utilise their services. The sub components identified under this major component are.

a) Ability to form groups like group of 'Preraks', group of resource persons, group of women from the society.

b) Ability to utilise the services of these groups for the effective functioning of the centres.

c) Ability to raise social participations through the use of services of various groups.

**XII Preparation of Work Plan**

'Preparation of Work plan' means planning the activities which are intended to conduct in the centres in advance.

a) Ability to plan and organise programmes like job oriented courses, health programmes, etc. in advance.

b) Ability to prepare monthly calendar/chart.

c) Ability to prepare report about monthly programmes conducted in CECs and note the co-operation and difficulties faced by the centres.

**B. Preparation of the Scale**

**a) Competency Rating Scale**

The investigator wanted to check the Competency of 'Preraks' with regard to their duties and responsibilities in the Continuing Education Centres. Following a thorough analysis of the literature, and consultation with her supervising teacher, she listed twelve major duties and 44 sub duties of the competency aspect are mentioned in this scale. The response on each items is to fall with in the five options ranging between Not at all, Least, Moderately, High and Very high.

**Example**

1. Ability to find out the illiterates and neo literate people in the area in which CEC is situated and classify them according to their standards.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not at all | Least | Moderately | High | Very high |

**b) Training Need Rating Scale**

The investigator wanted to check the Training Needs of the 'Preraks' in discharging their duties. On the basis of the Competency Rating Scale, she constructed Training Need Rating Scale. The training Need Rating Scale consists of twelve statements, regarding whether training is needed to discharge their duties in the Continuing, Education Centres. Each statement corresponds to the major duty identified for the preparation of the competency Rating Scale. The response on each items is to fall with in five options ranging between Not at all Needed, Least Needed, Ignorant, Most Needed and very highly Needed.

**Example**

1. Need of training to conduct teaching, preparing learning materials and evaluating the learners in the Continuing Education Centres.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not at all  Needed | Least  Needed | Ignorant | Most  Needed | Very highly  Needed |

VALIDITY

The scale has face validity as the items are phrased in a direct and clear way. Also the factors selected are based on the official literature related to the 'Preraks'.

The construct validity of the scale was ensured by testing the hypothesis.

RELIABILITY

Reliability of the Competency Rating Scale and Training Need Rating Scale for 'Preraks' was established by test-retest method on a sample of 30 'Preraks' keeping a gap of three weeks between the two administrations. The formula for calculating Pearson's Product Moment Coefficient of Correlation (r) is given below.

r = 

 = Sum of the X scores

 = Sum of the Y scores

 = Sum of squares of X scores

 = Sum of squares of Y scores

 = Sum of the products of paired X and Y scores

N = Number of paired scores.

The reliability coefficient obtained for Competency Rating Scale for 'Preraks' is 0.76. The value indicates that the scale is substantially reliable.

The Reliability of the Training Need Rating Scale for 'Preraks' is 0.49. The value indicates that the scale is moderately reliable to measure the training needs of 'Preraks'.

**DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

DATA COLLECTION PROCEDURE

After having an idea of the sample, the investigator sought permission from the Co-ordinator of Continuing Education Programme for collecting data and made necessary arrangement for it. The investigator met 'Preraks' in their meeting at Nodal Continuing Education Centres and explained the nature and confidentiality of the study. After giving necessary instructions, the investigator administered the Competency Rating Scale for 'Preraks' and Training Need Rating Scale for 'Preraks' and collected the data.

**Scoring and Consolidation of Data**

The response sheets were scored according to the scoring scheme. The statements are so framed in the Competency Rating Scale that the possible response fall on a five points scale to which Not at all, Least, Moderately, High and Very high to which zero, one, two, three and four can be assigned.

The statements are so framed in the Training Need Rating Scale that the possible response fall on a five points scale to which Not at all Needed, Least Needed, Ignorant, Most Needed and Very highly Needed to which zero, one, two, three and four can be assigned. The responses are arranged in an increasing order from left to right of these five responses.

**STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

1. Percentage Analysis

2. Ranking

3. Test of significance of Mean difference for large independent sample

4. Pearson's Coefficient of Correlation (r).

**ANALYSIS**

The collected data was analysed statistically and the results are presented and discussed in this chapter with reference to the objectives of the study. The objectives set forth for the study are the following.

**4.1. OBJECTIVES**

Objectives set forth for the study are the following.

1. To study the perception of 'Preraks' about their Competency in discharging their duties in Continuing Education Centres.

2. To find out the perception of Training Needs of 'Preraks' in discharging their duties in Continuing Education Centres.

3. To find out the priority area of need for training of 'Preraks' in discharging their duties in CECs.

4. To find out whether there exists significant difference in the Competency of 'Preraks' based on Qualification, Experience, Age and Gender.

5. To find out whether there exists significant difference in Training Needs of 'Preraks' with regard to their Qualifications, Experience, Age and Gender.

6. To find out the relation between Competency and Training Needs of 'Preraks' in discharging their duties in CECs.

7. To suggest positive and constructive suggestions for future training programme.

**4.2. HYPOTHESES**

The present study is designed to test the following hypotheses.

1. There exists significant difference in the mean scores of perception of Competency of 'Preraks' in the relevant subsamples based on

a) Qualifications

b) Experience

c) Age

d) Gender

2. To find out there exists significant difference in the mean scores of perception of Training Needs of 'Preraks' in the relevant subsamples based on.

a) Qualifications

b) Experience

c) Age

d) Gender

3. There exists negative relationship between Competency and Training Needs of 'Preraks'.

**4.3. PERCENTAGE ANALYSIS**

**a) Percentage Analysis of Competency**

TABLE 1

**Mean and Mean Percentage of Ist Component of Competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean Percentage |
| Conducting Surveys | 2.78 | 69.56 |

As the mean percentage for the perception of Ist component of Competency viz., "Conducting Surveys" lies above 60 percentage, it can be inferred that the 'Preraks' perceive that they fairly possess the Competency "Conducting Surveys".

TABLE 2

**Mean and Mean Percentage of IInd Component of Competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean Percentage |
| Organise Literacy Classes | 2.87 | 71.66 |

As the mean percentage for the perception of IInd component of Competency viz., "Organise Literary Classes" lies above, 60 percentage, it can be inferred that the 'Preraks' perceive that they fairly possess the Competency "Organise Literacy Classes".

TABLE 3

**Mean and Mean Percentage of IIIrd Component of Competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean Percentage |
| Arranging Ward Saksharatha Samithi Meeting | 2.82 | 70.47 |

As the mean percentage for the perception of IIIrd component of Competency viz., "Arranging Ward Saksharatha Samithi Meeting" lies above 60 percentage it can be inferred that the 'Preraks' perceive that they fairly possess the Competency "Arranging Ward Saksharatha Samithi Meeting".

TABLE 4

**Mean and Mean Percentage of IVth Component of Competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean percentage |
| Providing Well Settled Library and Reading Room | 2.47 | 61.85 |

As the mean percentage for the perception of IVth component of Competency viz., "Providing Well Settled Library and Reading Room" lies above 60 percentage, it can be inferred that the 'Preraks' perceive that they fairly possess the Competency "Providing Well Settled Library and Reading Room".

TABLE 5

**Mean and Mean Percentage of Vth Component of Competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean Percentage |
| Organise Employment Training Courses | 2.42 | 60.49 |

As the mean percentage for the perception of Vth component of Competency viz., "Organise Employment Training Courses" lies above 60 percentage, it can be inferred that the 'Preraks' perceive that they fairly possess the Competency "Organise Employment Training Courses".

TABLE 6

**Mean and Mean Percentage of VIth Component of Competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean percentage |
| Conducting Discussions | 2.58 | 64.58 |

As the mean percentage for the perception of VIth component of Competency viz., "Conducting Discussions" lies above 60 percentage, it can be inferred that the 'Preraks' perceive that they fairly possess the Competency "Conducting Discussions".

TABLE 7

**Mean and Mean Percentage of VIIth Component of Competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean percentage |
| Organise Cultural Programmes | 2.20 | 55.03 |

As the mean percentage for the perception of VIIth component of Competency viz., "Organise Cultural Programmes" lies below 60 percentage, it can be inferred that the 'Preraks' perceive that they do not fairly possess the Competency "Organise Cultural Programmes".

TABLE 8

**Mean and Mean Percentage of VIIIth Component of Competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean percentage |
| Act as Communication Centres | 2.86 | 71.41 |

As the mean percentage for the perception of VIIIth component of Competency viz., "Act as Communication Centres" lies above 60 percentage, it can be inferred that the 'Preraks' perceive that they fairly possess the Competency "Act as Communication Centres".

TABLE 9

**Mean and Mean Percentage of IXth Component of competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean percentage |
| Conduct Sports and Adventurous Programmes | 2.14 | 53.45 |

As the mean percentage for the perception of IXth component of Competency viz., "Conduct Sports and Adventurous Programmes" lies below 60 percentage, it can be inferred that the 'Preraks' perceive that they do not fairly possess the Competency "Conduct Sports and Adventurous Programmes".

TABLE 10

**Mean and Mean Percentage of Xth Component of Competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean percentage |
| Collection of Resources | 2.42 | 60.39 |

As the mean percentage for the perception of Xth component of Competency viz., "Collection of Resources" lies above 60 percentage, it can be inferred that the 'Preraks' perceive that they fairly possess the Competency "Collection of Resources".

TABLE 11

**Mean and Mean Percentage of XIth Component of Competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean Percentage |
| Formation of Groups | 2.81 | 70.33 |

As the mean percentage for the perception of XIth component of Competency viz., "Formation of Groups" lies above 60 percentage, it can be inferred that the 'Preraks' perceive that they fairly possess the Competency "Formation of Groups".

TABLE 12

**Mean and Mean Percentage of XIIth Component of Competency**

|  |  |  |
| --- | --- | --- |
| Competency | Mean | Mean percentage |
| Preparation of Work Plan | 2.86 | 71.41 |

As the mean percentage for the perception of XIIth component of Competency viz., "Preparation of Work Plan" lies above 60 percentage, it can be inferred that the 'Preraks' perceive that they fairly possess the Competency "Preparation of Work Plan".

**Discussion**

The 'Preraks' perceive fairly competent in almost all areas of their function. But in two areas, viz., "Organise Cultural Programmes" and "Conduct Sports and Adventurous Programmes", they do not perceive fairly competent.

**b) Percentage Analysis of Training Need**

TABLE 13

**Mean and Mean Percentage of Ist Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Conducting Survey | 2.41 | 60.35 |

As the mean percentage for the perception of Ist component of Training Need namely, "Conducting Survey" lies above 60 percentage, it can be inferred that the 'Preraks' perceive fairly the requirement of training for the Competency "Conducting Survey".

TABLE 14

**Mean and Mean Percentage of IInd Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Organise Literacy Classes | 2.68 | 67.02 |

As the mean percentage for the perception of IInd component of Training Need namely, "Organise Literacy Classes" lies above 60 percentage, it can be inferred that the 'Preraks' perceive fairly the requirement of training for the Competency "Organising Literacy Classes".

TABLE 15

**Mean and Mean Percentage of IIIrd Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Arranging Ward Saksharatha Samithi Meeting | 1.89 | 47.20 |

As the mean percentage for the perception of IIIrd component of Training Need namely, "Arranging Ward Saksharatha Samithi Meeting" lies below 60 percentage, it can be inferred that the 'Preraks' do not perceive fairly the requirement of training for the Competency "Arranging Ward Saksharatha Samithi Meeting".

TABLE 16

**Mean and Mean Percentage of IVth Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Providing Well Settled Library and Reading Room | 2.52 | 62.93 |

As the mean percentage for the perception of IVth component of Training Need namely, "Providing Well Settled Library" lies above 60 percentage, it can be inferred that the 'Preraks' perceive fairly the requirement of training for the Competency "Providing Well Settled Library and Reading Room".

TABLE 17

**Mean and Mean Percentage of Vth Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Organise Employment Training Courses | 2.81 | 70.26 |

As the mean percentage for the perception of Vth component of Training Need namely "Organise Employment Training Courses" lies above 60 percentage, it can be inferred that the 'Preraks' perceive fairly the requirement of training for the Competency "Organise Employment Training Courses".

TABLE 18

**Mean and Mean Percentage of VIth Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Conducting Discussion | 1.89 | 47.20 |

As the mean percentage for the perception of VIth component of Training Need namely "Conducting Discussions" lies below 60 percentage, it can be inferred that the 'Preraks' do not perceive fairly the requirement of training for the Competency " Conducting Discussions".

TABLE 19

**Mean and Mean Percentage of VIIth Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Organise Cultural Programmes | 2.91 | 72.85 |

As the mean percentage for the perception of VIIth component of Training Need namely "Organise Cultural Programmes" lies above 60 percentage, it can be inferred that the 'Preraks' perceive fairly the requirement of training for the Competency " Organise Cultural Programmes".

TABLE 20

**Mean and Mean Percentage of VIIIth Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Act as Communication Centres | 2.75 | 68.75 |

As the mean percentage for the perception of VIIIth component of Training Need namely "Act as Communication Centres" lies above 60 percentage, it can be inferred that the 'Preraks' perceive fairly the requirement of training for the Competency " Act as Communication Centres".

TABLE 21

**Mean and Mean Percentage of IXth Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Conduct Sports and Adventurous Programmes | 2.69 | 67.24 |

As the mean percentage for the perception of IXth component of Training Need namely "Conduct Sports and Adventurous Programmes" lies above 60 percentage, it can be inferred that the 'Preraks' perceive fairly the requirement of training for the Competency "Conduct Sports and Adventurous Programmes".

TABLE 22

**Mean and Mean Percentage of Xth Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Collection of Resources | 2.77 | 69.18 |

As the mean percentage for the perception of Xth component of Training Need namely "Collection of Resources" lies above 60 percentage, it can be inferred that the 'Preraks' perceive fairly the requirement of training for the Competency "Collection of Resources".

TABLE 23

**Mean and Mean Percentage of XIth Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Formation of Groups | 2.38 | 59.48 |

As the mean percentage for the perception of XIth component of Training Need namely "Formation of Groups" lies below 60 percentage, it can be inferred that the 'Preraks' do not perceive fairly the requirement of training for the Competency "Formation of Groups".

TABLE 24

**Mean and Mean Percentage of XIIth Component of Training Need**

|  |  |  |
| --- | --- | --- |
| Training Need | Mean | Mean percentage |
| Preparation of Work Plan | 1.90 | 47.41 |

As the mean percentage for the perception of XIIth component of Training Need namely "Preparation of Work Plan" lies below 60 percentage, it can be inferred that the 'Preraks' do not perceive fairly the requirement of training for the Competency "Preparation of Work Plan".

**Discussion**

From the analysis, it is found that the 'Preraks' perceive fairly the requirement of training in two areas, viz., "Organise Cultural Programmes" and "Conduct Sports and Adventurous Programmes".

**4.4. RANKING**

Given below is the table where percentages of mean scores of Training Needs is ranked in an ascending order.

TABLE 25

**Ranking of Percentages of Mean Scores of Training Need**

|  |  |  |
| --- | --- | --- |
| Sl. No. | Area | Ranking of Mean Percentages of Training Need |
| 1. | Organise cultural programmes | 72.84 |
| 2. | Organise employment training course | 70.26 |
| 3. | Collection of resources | 69.18 |
| 4. | Act as communication centres | 68.75 |
| 5. | Conduct sports and adventurous programmes | 67.24 |
| 6. | Organise literacy classes | 67.02 |
| 7. | Conducting discussions | 65.09 |
| 8. | Providing well settled library and reading room | 62.93 |
| 9. | Conducting surveys | 60.34 |
| 10. | Formation of groups | 59.48 |
| 11. | Preparation of work plan | 47.41 |
| 12. | Arranging ward Saksharatha Samithi Meeting | 47.20 |

**Discussion**

From table 25, it can be observe that 'Preraks' perceive highly the requirement of training in two areas, viz., "Organise Cultural Programmes" and "Organise Employment Training Courses".

TABLE 26

**Percentages of Mean Scores of   
Training Needs and the Percentages of Mean   
Scores of Competency Corresponding to the Training Need**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Area | Mean Percentages of Training Need | Mean Percentages of Competency |
| 1. | Organise cultural programmes | 72.84 | 55.03 |
| 2. | Organise employment training courses | 70.26 | 60.49 |
| 3. | Collection of resources | 69.18 | 60.49 |
| 4. | Act as communication centres | 68.75 | 71.41 |
| 5. | Conduct sports and adventurous programmes | 67.24 | 53.45 |
| 6. | Organise literacy classes | 67.02 | 71.66 |
| 7. | Conducting discussions | 65.09 | 64.58 |
| 8. | Providing well settled library and reading room | 62.93 | 61.85 |
| 9. | Conducting surveys | 60.34 | 69.56 |
| 10. | Formation of groups | 59.48 | 70.33 |
| 11. | Preparation of work plan | 47.41 | 71.41 |
| 12. | Arranging ward Saksharatha Samithi | 47.20 | 70.47 |

**Discussion**

From table 26, it can be observed that, while comparing the mean percentages of Training Needs and the corresponding mean percentages of Competency, Mean percentage of Training Need is high for a component, the corresponding mean percentage of perception of Competency for that component is low.

**4.5. COMPARISON OF THE MEAN SCORES OF COMPETENCY AND BETWEEN RELEVANT SUBSAMPLES BASED ON QUALIFICATION, EXPERIENCE, AGE AND GENDER**

1. Comparison of mean scores of Competency and between relevant subsamples based on Qualification.

TABLE 27

**Data and Results of the Test of Significance of   
Mean Difference of Competency between Qualification**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | N | M | SD | t | Level of significance |
| Below Pre degree | 46 | 116.28 | 25.48 | .36 | 0.05 |
| Pre degree and above Pre degree | 70 | 114.46 | 27.30 |

Table 27, indicates that mean scores of Competency obtained for 'Preraks' of below Pre degree and Pre degree & above Pre degree are 116.28 and 114.46 respectively. The standard deviation obtained for 'Preraks' of below Pre degree and Pre degree & above Pre degree are 25.48 and 27.30 respectively. The 't' value calculated is 0.36. The table value of 't' at 0.05 significant level is 1.96. Here the calculated 't' value is less than the table value even at 0.05 significant level. Thus it can be inferred that there is no significant difference in the competency of 'Preraks' of below Pre degree and Pre degree & above Pre degree qualification.

**Discussion**

From the analysis, it is found that there is no significant difference in the Competency of 'Preraks' based on Qualification. This made the investigator concluded that the Competency of 'Preraks' viz., below Pre degree and Pre degree & above Pre degree qualification are almost equal.

2. Comparison of mean scores of Competency and between relevant Subsamples based on Experience

TABLE 28

**Data and Results of the Test of Significance of   
Mean Difference of Competency Between Experiences**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | N | M | SD | t | Level of significance |
| Below five years | 49 | 111.27 | 28.57 | -1.37 | 0.05 |
| Five & Above five years | 67 | 118.04 | 24.69 |

Table 28, indicates that mean scores of Competency obtained for 'Preraks' of below five years experience and five & above five years experience are 111.27 and 118.04 respectively. The standard deviation obtained for 'Preraks' of below five years and five & above five years experience are 28.57 and 24.69 respectively. The 't' value calculated is –1.37. The table value of 't' at 0.05 significant level is 1.96. Here the calculated 't' value is less than the table value even at 0.05 significant level. Thus it can be inferred that there is no significant difference in the perceived Competency of below five years and five & above five years experience.

**Discussion**

From the analysis, it can be found that there is no significant difference in the Competency of 'Preraks' of below five years and five & above five years experience. This made the investigator concluded that Competency of the 'Preraks', viz., below five years and five & above five years experience are almost equal.

3. Comparison of mean scores of Competency and between relevant Subsamples based on Age

TABLE 29

**Data and Results of the Test of**

**Significance of Mean Difference Between Age**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | N | M | SD | t | Level of significance |
| Below 30 years | 35 | 109.37 | 27.03 | -1.56 | 0.05 |
| 30 & Above 30 years | 81 | 117.69 | 26.03 |

Table 29, indicates that mean scores of Competency obtained for 'Preraks' of below 30 years and 30 & above 30 years age are 109.37 and 117.69 respectively. The standard deviation obtained for 'Preraks' of below 30 years and 30 & above 30 years age are 27.03 and 26.03 respectively. The 't' value calculated is –1.56. The table value of 't' at 0.05 significant level is 1.96. Here the calculated 't' value is less than the table value even at 0.05 significant level. Thus it can inferred that there is no significant difference in the perceived Competency of 'Preraks' of below 30 years and 30 & above 30 years age.

**Discussion**

From the analysis, it can be found that there is no significant difference in the Competency of 'Preraks' of below 30 years and 30& above 30 years age. This made the investigator concluded that the Competency of 'Preraks' of below 30 years and 30 and above 30 years age are almost equal.

4. Comparison of Mean scores of competency between relevant subsample based on sex

TABLE 30

**Data and Results of the Test of   
Significance of Mean Difference of Competency between Sex**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | N | M | SD | t | Level of significance |
| Male | 20 | 122.35 | 25.85 | -1.34 | 0.05 |
| Female | 96 | 113.69 | 26.51 |

Table 30, indicates that mean scores of competency obtained for male and female 'Preraks' are 122.35 and 113.69 respectively. The standard deviation obtained for male and female 'Preraks' are 25.85 and 26.51 respectively. The 't' value calculated is –1.34. The table value of 't' at 0.05 significant level is 1.96. Here the calculated 't' value is less than the table value even at 0.05 significant level. Thus it can inferred that there is no significant difference in the perceived Competency of male and female 'Preraks'.

**Discussion**

From the analysis, it can be found that there is no significant difference in the Competency of male and female 'Preraks'. This made the investigator concluded that Competency of male and female 'Preraks' are almost equal.

**4.6. COMPARISON OF THE MEAN SCORES OF TRAINING NEEDS AND BETWEEN RELEVANT SUBSAMPLES BASED ON QUALIFICATION, EXPERIENCE, AGE AND GENDER**

5. Comparison of Mean scores of Training Needs between relevant sub samples based on Qualification

TABLE 31

**Data and Results of the Test of Significance of   
Mean Difference of Training Need Between Qualification**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | N | M | SD | t | Level of significance |
| Below pre degree | 46 | 28.85 | 7.94 | -1.51 | 0.05 |
| Pre degree and above Pre degree | 70 | 31.27 | 8.82 |

Table 31, indicates that mean scores of Training Need obtained for 'Preraks' of below Pre degree and Pre degree & above Pre degree are 28.85 and 31.27 respectively. The standard deviation obtained for 'Preraks' of below Pre degree and Pre degree & above Pre degree are 7.94 and 8.82 respectively. The 't' value calculated is –1.51. The table value of 't' at 0.05 significant level is 1.96. Here the calculated 't' value is less than the table value even at 0.05 significant level. Thus it can be inferred that there is no significant difference in the Training Needs of 'Preraks' of below Pre degree and Pre degree & above Pre degree qualification.

**Discussion**

From the analysis, it can be found that there is no significant difference in the Training Needs of 'Preraks' of below Pre degree and Pre degree & above Pre degree qualification. This made the investigator concluded that Training Needs of 'Preraks' of below Pre degree and Pre degree & above Pre degree qualification are almost equal.

6. Comparison of Mean scores of Training needs between relevant subsamples based on Experience

TABLE 32

**Data and Results of the Test of Significance of   
Mean Difference of Training Need Between Experience**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | N | M | SD | t | Level of significance |
| Below five years | 49 | 31.14 | 9.83 | .90 | 0.05 |
| Five & above five years | 67 | 29.70 | 7.45 |

Table 32, indicates that the mean scores of Training Needs of 'Preraks' of below five years and five & above five years experiences are 31.14 and 29.70 respectively. The standard deviation obtained for 'Preraks' of below five years and five & above five years experiences are 9.83 and 7.45 respectively. The calculated 't' value is 0.90. The table value of 't' at 0.05 significant level is 1.96. Here the calculated 't' value is less than the table value even at 0.05 significant level. Thus it can be inferred that there is no significant difference in the difference in Training Needs of 'Preraks' of below five years and five & above five years experience.

**Discussion**

From the analysis, it can be found that there exists no significant difference in the Training Needs of 'Preraks' of below five years and five & above five years experience. This made the investigator concluded that Training Needs of below five years and five & above five years experiences are almost equal.

7. Comparison of Mean scores of Training needs between relevant sub samples based on Age

TABLE 33

**Data and Results of Test of Significance of   
Mean Difference of Training Needs Between Ages**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | N | M | SD | t | Level of significance |
| Below 30 years | 35 | 32.29 | 7.37 | 1.65 | 0.05 |
| 30 & above 30 years | 81 | 29.46 | 8.89 |

Table 33, indicates that mean scores of Training Needs of 'Preraks' of below 30 years and 30 & above 30 years age are 32.29 and 29.46 respectively. The standard deviation obtained for 'Preraks' of below 30 and 30 & above 30 years age are 7.37 and 8.89 respectively. The calculated 't' value is 1.65. The table value obtained for 0.05 significant level is 1.96. Here the calculated 't' value is less than the table value even at 0.05 significant level. Thus it can be inferred that there is no significant difference in the Training Needs of the 'Preraks' of below 30 years and 30 & above 30 years age.

**Discussion**

From the analysis, it can be found that there is no significant difference in the Training Needs of 'Preraks' of below 30 years and 30 & above 30 years age. This made the investigator to concluded that the Training Needs of 'Preraks' of below 30 years and 30 & above 30 years age are almost equal.

8. Comparison of Mean scores of Training needs between relevant sub samples and based on Sex

TABLE 34

**Data and Results of Test of Significance of   
Mean Difference of Training Needs Between Sex**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | N | M | SD | t | Level of significance |
| Male | 20 | 30.05 | 5.84 | 0.15 | 0.05 |
| Female | 96 | 30.36 | 9.01 |

Table 34, indicates that the mean scores of Training Needs of Male and Female 'Preraks' are 30.05 and 30.36 respectively. The standard deviation obtained for Male and Female 'Preraks' are 5.84 and 9.01 respectively. The calculated 't' value is 0.15. The table value of 't' at 0.05 significant level is 1.96. Here the calculated 't' value is less than the table value even at 0.05 significant level. Thus it can be inferred that there is no significant difference in the Training Needs of Male and Female 'Preraks'.

**Discussion**

From the analysis, it can be found that there is no significant difference in the Training Needs of Male and Female 'Preraks'. This made the investigator concluded that Training Needs of Male and Female 'Preraks' are almost equal.

**4.7. CORRELATION ANALYSIS FOR TOTAL SAMPLE AND TOTAL SUBSAMPLE**

**Pearson's Product Moment Coefficient of Correlation 'r'**

TABLE 35

**Pearson's 'r' for the variables   
Competency and Training Needs for total sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Sample | N | Correlation 'r' |
| 1 | Total | 116 | -.16 |

**Discussion**

The coefficient of correlation between the variables, Competency and Training Needs for the total sample is –.16. The magnitude of 'r' indicates that a minute negative relationship. The negative sign of 'r' suggests that the two variables are negatively related that is a high degree of on trait may be associated with a low degree of another. Here a high degree of Competency is associated with a low degree of Training Needs.

The value of 'r' for the total sample indicates that there exists negligible relationship between Competency and Training Need.

TABLE 36

**Pearson's 'r' for the Variables Competency and   
Training Needs for the Subsamples Based on Qualification**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Sample | N | Correlation 'r' |
| 1 | Below Pre degree | 46 | -.16 |
| 2 | Pre degree & above Pre degree | 70 | -.15 |

**Discussion**

The coefficient of correlation between the variables Competency and Training Needs for subsample based on qualification, below Pre degree and Pre degree & above Pre degree qualification are -.16 and -.15 respectively. The magnitude of 'r' indicates that a minute negative relationship. The negative sign of 'r' suggests that the two variables are negatively related. That is a high degree of one trait may be associated with a low degree of another. That is a high degree of Competency is associated with a low degree of Training Needs.

The value of 'r' for the sample (below Pre degree) indicates that there exists negligible relationship between Competency and Training Need. The value of 'r' for the sample (Pre degree and above Pre degree) indicates that there exists negligible relationship between Competency and Training Need.

TABLE 37

**Pearson's 'r' for the variables Competency and   
Training Needs for sub samples based on Experience**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Sample | N | Correlation 'r' |
| 1 | Below five years experience | 49 | -.25 |
| 2. | Five & above five years experience | 67 | -.04 |

**Discussion**

The coefficient of correlation between variables Competency and Training Needs for sub samples below five years experience, five & above five years experience are –.25 and –.04 respectively. The magnitude of 'r' indicates that a minute negative relationship. The negative sign of 'r' suggests that the two variables are negatively related. That is a high degree of one trait may be associated with a low degree of another. That is a high degree of Competency is associated with a low degree of Training Needs.

The value of 'r' for the sample (below five years experience) indicates that there exists low relationship between Competency and Training Need. The value of 'r' for the sample (five & above five years experience) indicates that there exists negligible relationship between Competency and Training Need.

TABLE 38

**Pearson's 'r' for the Variables   
Competency and Training needs for subsamples based on Age**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Sample | N | Correlation 'r' |
| 1 | Below 30 years age | 35 | -.41 |
| 2. | 30 & above 30 years age | 81 | -.04 |

**Discussion**

The coefficient of correlation between the variables Competency and Training Needs for the subsamples based on below 30 years age, 30 & above 30 years age are –.41 and –.04 respectively. The magnitude of 'r' indicates that a minute negative relationship. The negative sign of 'r' suggests that the two variables are negatively related. That is a high degree of one trait may be associated with a low degree of another. That is a high degree of Competency is associated with a low degree of Training Needs.

The value of 'r' for the sample (below 30 years age) indicates that there exists low relationship between Competency and Training Need. The value of 'r' for the sample (30 & above 30 years age) indicates that there exists negligible relationship between Competency and Training Need.

TABLE 39

**Pearson's 'r' for the Variables Competency   
and Training Needs for the Subsamples based on Sex**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Sample | N | Correlation 'r' |
| 1 | Male | 20 | -.22 |
| 2. | Female | 90 | -.15 |

**Discussion**

The coefficient of correlation between the variables Competency and Training Needs for sub sample based on sex, male and female is –.22 and -.15 respectively. The magnitude of 'r' indicates that a minute negative relationship. The negative sign of 'r' suggests that the two variables are negatively related. That is a high degree of one trait may be associated with a low degree of another. That is high degree of Competency is associated with a low degree of Training Needs.

The value of 'r' for the sample (male) indicates that there exists low relationship between Competency and Training Need. The value of 'r' for the sample (female) indicates that there exists negligible relationship between Competency and Training Need.

**SUMMARY, CONCLUSIONS   
AND SUGGESTIONS**

This chapter provides an overview of significant aspects of the study.

**5.1. STUDY IN RETROSPECT**

The various aspects relating to the present study like Variables, Objectives, Hypotheses and Methodology are given below in brief.

5.1.1. RESTATEMENT OF THE PROBLEM

The present study is entitled as "PERCEPTION OF PRERAKS ABOUT THEIR COMPETECNCY AND TRAINING NEEDS IN PALAKKAD DISTRICT".

5.1.2. VARIABLES SELECTED FOR THE STUDY

A. Independent variable

Qualifications, Experience, Age and Gender are the independent variables in the present study.

B. Dependent variable

Competency and Training Need are the dependent variables in the present study.

5.1.3. OBJECTIVES

Objective setforth for the study are the following.

1. To study the perception of 'Preraks' about their Competency in discharging their duties in Continuing Education Centres.

2. To find out the perception of Training Needs of 'Preraks' in discharging their duties in Continuing Education Centres.

3. To find out the priority area of need for training of 'Preraks' in discharging their duties in CECs.

4. To find out whether there exists significant difference in the Competency of 'Preraks' based on Qualifications, Experience, Age and Gender.

5. To find out whether there exists significant difference in Training Needs of 'Preraks' with regard to their Qualifications, Experience, Age and Gender.

6. To find out the relation between Competency and Training Needs of 'Preraks' in discharging their duties in CECs.

7. To suggest positive and constructive suggestions for future training programme.

5.1.4. HYPOTHESeS

Hypothesis formulated for the present study were

1. There exists significant difference in the mean scores of perception of Competency of 'Preraks' in the relevant subsamples based on

a) Qualifications

b) Experience

c) Age

d) Gender

2. There exists significant difference in the mean scores of perception of Training Needs of 'Preraks' in the relevant subsamples based on

a) Qualifications

b) Experience

c) Age

d) Gender

3. There exists negative relationship between Competency and Training Needs of 'Preraks'.

5.1.5. PROCEDURE

**A. Sample**

The study was conducted on a sample of 116 'Preraks' of Palakkad district. The sample was selected using purposive sampling technique.

**B. Tools used**

1. Competency Rating Scale for 'Preraks'.

2. Training Need Rating Scale for 'Preraks'.

**C. Statistical Techniques Used for Analysis**

1. Percentage Analysis

2. Ranking

3. Test of significance of Mean difference for large independent sample

4. Pearson's Product Moment Coefficient of Correlation 'r'

**5.2. MAJOR FINDINGS OF THE STUDY**

Given below is the table showing 12 areas of Competencies of 'Preraks' and their corresponding mean percentages as found out through the survey.

TABLE 40

**Mean Percentages of the 12 Areas of Competency**

|  |  |  |
| --- | --- | --- |
| Sl. No. | Areas of Competency | Mean Percentages of Competency |
| 1. | Conducting Survey | 69.56 |
| 2. | Organise Literacy Classes | 71.66 |
| 3. | Arranging Ward Saksharatha Samithi Meeting | 70.47 |
| 4. | Providing Well Settled Library and Reading Room | 61.85 |
| 5. | Organise Employment Training Courses | 60.49 |
| 6. | Conducting Discussion | 64.58 |
| 7. | Organise Cultural Programmes | 55.03 |
| 8. | Act as Communication Centres | 71.41 |
| 9. | Conduct Sports and Adventurous Programmes | 63.45 |
| 10. | Collection of Resources | 60.39 |
| 11. | Formation of Groups | 70.33 |
| 12. | Preparation of Work Plan | 71.41 |

A percentage value of 60 and above 60 percentage means that 'Preraks' fairly possess the Competency according to their perception. A percentage value of below 60 percentage means that 'Preraks' do not fairly possess that Competency according to their perception. From table 40, it can be inferred that 'Preraks' perceive to possess Competency at a high level are, viz., "Organise Literacy Classes", "Act as Communication Centres" and "Preparation of Work Play". Also it can be inferred that the 'Preraks' perceive to possess Competency at a low level are, viz., "Organise Cultural Programmes" and "Organise Employment Training Courses".

**Given below is the table showing 12 areas of Training Needs of 'Preraks' and their corresponding mean percentages as found out through the survey**

TABLE 41

**Mean Percentages of the 12 Areas of Training Need**

|  |  |  |
| --- | --- | --- |
| Sl. No. | Areas of Training Need | Mean Percentages of Training Need |
| 1. | Conducting Survey | 60.35 |
| 2. | Organise Literacy Classes | 67.02 |
| 3. | Arranging Ward Saksharatha Samithi Meeting | 47.20 |
| 4. | Providing Well Settled Library and Reading Room | 62.93 |
| 5. | Organise Employment Training Courses | 70.26 |
| 6. | Conducting Discussion | 65.09 |
| 7. | Organise Cultural Programmes | 72.85 |
| 8. | Act as Communication Centres | 68.75 |
| 9. | Conduct Sports and Adventurous Programmes | 67.24 |
| 10. | Collection of Resources | 69.18 |
| 11. | Formation of Groups | 59.48 |
| 12. | Preparation of Work Plan | 47.41 |

As percentage value of 60 and above 60 percentages means that 'Preraks' perceive fairly the requirement of training. Below 60 percentage means that 'Preraks' do not perceive fairly the requirement of training.

**Given below is the table where percentages of mean scores of Training Needs is ranked in an ascending order**

TABLE 42

**Ranking of Mean Percentages of Training Needs**

|  |  |  |
| --- | --- | --- |
| Sl. No. | Areas of Training Need | Ranking of Mean Percentages of Training Need |
| 1. | Organise Cultural Programmes | 72.84 |
| 2. | Organise Employment Training Courses | 70.26 |
| 3. | Collection of Resources | 69.18 |
| 4. | Act as Communication Centres | 68.75 |
| 5. | Conduct Sports and Adventurous Programme | 67.24 |
| 6. | Organise Literacy Classes | 67.02 |
| 7. | Conducting Discussion | 65.09 |
| 8. | Providing Well Settled Library and Reading Room | 62.93 |
| 9. | Conducting Surveys | 60.34 |
| 10. | Formation of Groups | 59.48 |
| 11. | Preparation of Work Plan | 47.41 |
| 12. | Arranging Ward Saksharatha Samithi Meeting | 47.20 |

From table 42, it can be observed that 'Preraks' perceive highly the requirement of training in two areas, viz., "Organise Cultural Programmes" and "Organise Employment Training Courses".

**Given below is the table where percentages of mean scores of Training Needs and the percentages of mean scores of Competency corresponding to the Training Need**

TABLE 43

**Mean Percentages of Training Need and the   
Mean Percentages of Competency Corresponding to the Training Need**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Area | Mean Percentages of Training Need | Mean Percentages of Competency |
| 1. | Organise Cultural Programmes | 72.84 | 55.03 |
| 2. | Organise Employment Training Courses | 70.26 | 60.49 |
| 3. | Collection of Resources | 69.18 | 60.49 |
| 4. | Act as Communication Centres | 68.75 | 71.41 |
| 5. | Conduct Sports and Adventurous Programme | 67.24 | 53.45 |
| 6. | Organise Literacy Classes | 67.02 | 71.66 |
| 7. | Conducting Discussion | 65.09 | 64.58 |
| 8. | Providing Well Settled Library and Reading Room | 62.93 | 61.85 |
| 9. | Conducting Surveys | 60.34 | 69.56 |
| 10. | Formation of Groups | 59.48 | 70.33 |
| 11. | Preparation of Work Plan | 47.41 | 71.41 |
| 12. | Arranging Ward Saksharatha Samithi Meeting | 47.20 | 70.47 |

From table 43, it can be observed that while comparing the percentage of Training Needs and the corresponding percentage of Competency, percentage of Training Need is high for a component, the corresponding percentage of perception of Competency for that component is low.

**Summary of Test of Significance of Mean Difference**

1. There exists no significant difference in the perceived Competency of 'Preraks' of below pre-degree and pre degree & above pre degree qualification ('t' value = 0.36).

2. There exists no significant difference in the perceived Competency of 'Preraks' of below five years experience and five & above five years experience ('t' value = -1.37).

3. There exists no significant difference in the perceived Competency of 'Preraks' of below 30 years and 30 & above 30 years age ('t' value = -1.56).

4. There exists no significant difference in the perceived Competency of Male and Female 'Preraks' ('t' value = -1.34).

5. There exists no significant difference in the perceived need for training of 'preraks' of below pre degree and pre degree & above pre degree qualification ('t' value = -1.51).

6. There is no significant difference in the perceived need for training of 'Preraks' of below 5 years and five & above five years experience ('t' value = 0.90).

7. There exists no significant difference in the perceived need for training of 'Preraks' of below 30 years and 30 & above 30 years age ('t' value = 1.65).

8. There exists no significant difference in the perceived need for training of male and female 'Preraks' ('t' value = 0.15).

**Summary of Pearson's Product Moment Coefficient of Correlation 'r'**

* 1. There exists negligible relationship between perceived Competency and Training Needs of 'Preraks' for total sample (r = -0.16)
  2. There exists negligible relationship between perceived Competency of 'Preraks' and their Training Needs for subsample below pre degree qualification (r = -.16).
  3. There exists negligible relationship between perceived Competency of 'Preraks' and their Training Needs for subsamples of pre degree and above pre degree qualification (r = -.15).
  4. There exists low relationship between perceived Competency of 'Preraks' and their Training Needs for sub samples below 5 years experience (r = -0.25).
  5. There exists negligible relationship between perceived Competency of 'Preraks' and their Training Needs for sub samples five & above five years experience (r = -.04).
  6. There exists low relationship between perceived Competency of 'Preraks' and their Training Needs for subsample below 30 years age (r = -0.41).
  7. There exists negligible relationship between perceived Competency of 'Preraks and their Training Needs for subsample 30 years & above 30 years age (r = -.04).
  8. There exists low relationship between perceived Competency of 'Preraks' and their Training Needs for sub sample male ( r = -0.22).
  9. There exists negligible relationship between perceived Competency of 'Preraks' and their Training Needs for subsample female (r = -0.15).

**5.3. TENABILITY OF HYPOTYESES**

Hypothesis 1 states that there exists significant difference in the mean scores of Competency of 'Preraks' based on Qualification, Experience Age and Gender. The results of comparison of mean scores indicates that there exists no significant difference in the Competency based on Qualification, Experience, Age and Gender. Hence the hypothesis (1) is rejected.

Hypothesis 2 states that there exists significant difference in the means scores of perception of Training Needs of 'Preraks' in the relevant sub samples based on Qualification, Experience, Age and Gender. The results of comparison of mean scores indicate that there exists no significant difference in the Training Needs of 'Preraks' based on Qualification, Experience, Age and Gender. Hence the hypothesis 2 is rejected.

Hypothesis 3 states that there exists negative relationship between Competency and Training Needs of 'Preraks'. The findings reveal that there exists negative relationship between Competency and Training Need. (r = -0.16). Therefore hypothesis 3 is fully accepted.

**5.4. CONCLUSION**

Based on the analysis the investigator reached the following conclusions.

The 'Preraks' perceive fairly competent in almost all areas of their functions. But in two areas, viz., "Organise Cultural Programmes" and "Conduct Sports and Adventurous Programmes" they do not perceive fairly competent.

The 'Preraks' perceive fairly the requirement of training in two areas, viz., "Organise Cultural Programmes" and "Conduct Sports and Adventurous Programmes".

There exists no significant difference in the Competency of 'Preraks' based on Qualification, Experience, Age and Gender. There exist no significant difference in the Training Needs of 'Preraks' with regarded to their Qualification, Experience, Age and Gender.

There exists negative relationship between Competency and Training Needs. That is a high degree of Competency is associated with a low degree of Training Needs.

1. There exists negligible relationship between perceived Competency and Training Needs of 'Preraks' for total sample (r = -0.16)

2. There exists negligible relationship between perceived Competency of 'Preraks' and their Training Needs for subsample below pre degree qualification (r = -.16).

3. There exists negligible relationship between perceived Competency of 'Preraks' and their Training Needs for subsamples of pre degree and above pre degree qualification (r = -.15).

4. There exists low relationship between perceived Competency of 'Preraks' and their Training Needs for sub samples below 5 years experience (r = -0.25).

5. There exists negligible relationship between perceived Competency of 'Preraks' and their Training Needs for sub samples five & above five years experience (r = -.04).

6. There exists low relationship between perceived Competency of 'Preraks' and their Training Needs for subsample below 30 years age (r = -0.41).

7. There exists negligible relationship between perceived Competency of 'Preraks and their Training Needs for subsample 30 years & above 30 years age (r = -.04).

8. There exists low relationship between perceived Competency of 'Preraks' and their Training Needs for sub sample male ( r = -0.22).

9. There exists negligible relationship between perceived Competency of 'Preraks' and their Training Needs for subsample female (r = -0.15).

**5.5. EDUCATIONAL IMPLICATIONS**

The findings of the study indicates that the percentage of mean scores of total Training Needs and the percentage of mean scores of training needs in some of the area are high such as organize employment training courses, organise cultural programmes. That is the percentage are 70.26 and 72.85 respectively. This, findings emphasizes the need of the 'Preraks' of Palakkad district for training for discharging their functions effectively.

The findings also reveals that they are fairly competent in almost areas except organize employment training courses and organise cultural programmes. In these two areas they perceive highly the requirements of training. This indicates that the genuine need for training of 'Preraks'.

The findings of the study also reveals there exist negative relationship between Competency and Training needs. That is a high degree of Competency is associated with a low degree of Training Needs.

The competency of the 'Preraks' can be improved by providing training. The 'Preraks' are the instructors of illiterates and drop-outs. Their education and welfare are almost importance. If we want to bring up the prosperity of our nation and develop the potentialities and capacities of the nation's citizen to the maximum, it is essential to provide relevant training services to the 'Preraks' for the effective implementation of the continuing education programme.

The Training Need for the areas viz, conducting survey, organise literacy classes, providing well settled library, conducting, discussion and act as communication centres conduct sports and adventurous programmes collection of resources lie above 60%, it is observable that there is high need of training in each of these areas.

**5.6. SUGGESTIONS FOR FURTHER RESEARCH**

Based on the findings of the study the investigator put forward the following suggestions for further research.

1. Replications of the present study using samples from all districts of Kerala.
2. A study can be conducted on the competency of 'Preraks' from learners perspective.
3. Same study can be replicated on those who are employed in Anganwadi's.
4. Training Needs of Co-ordinators of Continuing Education Programme can be studied.
5. Practical aspect of implementing the training services can be studied.
6. A follow up study can be conducted in specific areas such as training, environment building, material development, components of awareness, impact of literary on social development etc.

**APPENDIX- I**

**1. Competency Rating Scale for 'Preraks'**

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This is a scale to assess the competencies of 'Preraks'. It contain twelve major duties and 44 subduties of the Competency aspects of the 'Preraks'. The response on each items is to fall with in the five options ranging between Not at all, Least, Moderately, High and Very high. Give your response by making 🗸 in the respective boxes of any of the five categories.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Not at all** | **Least** | **Moderately** | **High** | **Very high** |
| **1.** | **Ability Related to Conduct Surveys** |
| A. | Ability to find out the illiterates and neoliterates and classify them according to their standards | □ | □ | □ | □ | □ |
| B. | Ability to find out local resources like schools, clinics, governmental and non-governmental institutions which are beneficial for the effective functioning of the CECs. | □ | □ | □ | □ | □ |
| C. | Ability to find out the interests, needs, and problems of the society. | □ | □ | □ | □ | □ |
| D. | Ability to find out resourceful persons like doctors, teachers and social workers for the effective functioning of the CECs. | □ | □ | □ | □ | □ |
| **II.** | **Ability Related to Organise Literacy Classes** |  |  |  |  |  |
| A. | Ability to motivate the illiterates and neoliterates for learning and conducting classes in the CECs | □ | □ | □ | □ | □ |
| B. | Ability to create facilities like seating facilities, light facilities for teaching and learning materials in the centres | □ | □ | □ | □ | □ |
| C. | Ability to arrange classes according to the time and place of the learners | □ | □ | □ | □ | □ |
| D. | Ability to analyse the attendance levels of the learners | □ | □ | □ | □ | □ |
| E. | Ability related to evaluate the abilities and achievement acquired by the learners and accepting further procedures for their improvement | □ | □ | □ | □ | □ |
| F. | Ability to conduct equivalency programmes for class four, seven and ten and prepare the learners for external evaluation | □ | □ | □ | □ | □ |
| **III.** | **Ability Related to Arranging Ward Saksharatha Samithi Meeting** |  |  |  |  |  |
| A. | Ability related to organise continuiing education centres Saksharatha Samithi Meetings | □ | □ | □ | □ | □ |
| B. | Ability related to plan and prepare official sessions with respect to their importance | □ | □ | □ | □ | □ |
| C. | Ability to prepare the Minutes and Records of the decisions of Meetings | □ | □ | □ | □ | □ |
| D. | Ability related to execute the decisions of Meetings | □ | □ | □ | □ | □ |
| **IV.** | **Ability Related to Providing Well Settled Library and Reading Room** |  |  |  |  |  |
| A. | Ability to provide books according to the needs of the people and motivate them to read | □ | □ | □ | □ | □ |
| B. | Ability to collect maps, details of welfare programmes, addresses beneficial to the society and useful informations and keep it in the library | □ | □ | □ | □ | □ |
| C. | Ability related to collect books from the society at free of cost and expand the library | □ | □ | □ | □ | □ |
| D. | Ability to organise exhibitions of books, discussions about books, and arrange a mobile library | □ | □ | □ | □ | □ |
| **V.** | **Ability Related to Organise Employment Training Courses** |  |  |  |  |  |
| A. | Ability to organise short-term employment training courses like agricultural training | □ | □ | □ | □ | □ |
| B. | Ability to ensure the co-operation of resource persons and local agencies while conducting employment training courses | □ | □ | □ | □ | □ |
| C. | Ability to find out new employment opportunities and there by generate the income of the beneficiaries | □ | □ | □ | □ | □ |
| **VI.** | **Ability Related to Conducting Discussion** |  |  |  |  |  |
| A. | Ability to organise discussion sessions to provide informations regarding scientific methods to the beneficiaries | □ | □ | □ | □ | □ |
| B. | Ability to execute the decisions and increase the benefits | □ | □ | □ | □ | □ |
| C. | Ability to exhibit the topics of discussions, decisions of the group, messages, advices and suggestions in the centre | □ | □ | □ | □ | □ |
| **VII.** | **Ability Related to Organise Cultural Programmes** |  |  |  |  |  |
| A. | Ability to protect the traditional art forms and attract people to the centres through organising cultural programmes | □ | □ | □ | □ | □ |
| B. | Ability to find out the inherent cultural abilities and motivate them to develop their abilities land there by give the benefits to others | □ | □ | □ | □ | □ |
| C. | Ability to organise local festivals and there by protect the traditional arts | □ | □ | □ | □ | □ |
| **VIII.** | **Ability Related to Act as Communication Centres** |  |  |  |  |  |
| A. | Ability to give technical advices to the people | □ | □ | □ | □ | □ |
| B. | Ability to help the people by giving informations related to old age pensions, educational and employment helps and there by solving the needs of the people | □ | □ | □ | □ | □ |
| C. | Ability to develop self-potential through reading, interactions with the officials etc | □ | □ | □ | □ | □ |
| **IX.** | **Ability Related to Conduct Sports and Adventurous Programmes** |  |  |  |  |  |
| A. | Ability to organise sports and adventurous programmes in the centres and thereby attracts the youths to the centres | □ | □ | □ | □ | □ |
| B. | Ability to collect funds with the permission of authorities and buy sports materials | □ | □ | □ | □ | □ |
| C. | Ability to understand the peculiarities of different plays | □ | □ | □ | □ | □ |
| **X.** | **Ability Related to Collection of Resources** |  |  |  |  |  |
| A. | Ability to collect human resources that is services of persons working in different fields and utilise these services in the centres | □ | □ | □ | □ | □ |
| B. | Ability to collect physical resources like table, chair, audiovisual materials from the society with the help of Ward Saksharatha Samithi | □ | □ | □ | □ | □ |
| C. | Ability to collect economic resources through membership fees, government aid and donations | □ | □ | □ | □ | □ |
| D. | Ability to utilise the available resources at maximum level | □ | □ | □ | □ | □ |
| E. | Ability to keep the documents and registers of physical resources existing in the centres | □ | □ | □ | □ | □ |
| **XI.** | **Ability Related to the Formation of Groups** |  |  |  |  |  |
| A. | Ability to form groups like group of 'Preraks', group of resource persons, group of women from the society | □ | □ | □ | □ | □ |
| B. | Ability to utilise the services of these groups for the effective functioning of the centres | □ | □ | □ | □ | □ |
| C. | Ability to raise social participations through the use of services of various groups | □ | □ | □ | □ | □ |
| **XI.** | **Ability Related to the Preparation of Work Plan** |  |  |  |  |  |
| A. | Ability to plan and organise programmes like job oriented courses, health programmes etc in advance | □ | □ | □ | □ | □ |
| B. | Ability to prepare monthly calandar/chart | □ | □ | □ | □ | □ |
| C. | Ability to prepare report about monthly programmes conducted in CECs and note the co-operation and difficulties faced by the centres | □ | □ | □ | □ | □ |

**APPENDIX- III**

**Training Need Rating Scale for 'Preraks'**

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This is a scale to assess the Training Needs of 'Preraks' for the effective functioning of their duties. It contain twelve major areas corresponding to the Competency Rating Scale whether training is needed in these areas. The response on each items is to fall with in the five options ranging between Not at all, Least Needed, Ignorant, Most Needed and Very Highly Needed. Give your response by making 🗸 in the respective boxes of any of the five categories.

|  |  | **Not at all** | **Least Needed** | **Ignorant** | **Most Needed** | **Very Highly Needed** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. | Need of training to collect details of the society and there by find out the persons and institutions which are useful to the centres | □ | □ | □ | □ | □ |
| 2. | Need of training to conduct teaching, preparing learning materials and evaluating the learners in the Continuing Educations Centres | □ | □ | □ | □ | □ |
| 3. | Need of training to conduct Ward Saksharatha Samithi Meetings and prepare Minits and Keeping Records | □ | □ | □ | □ | □ |
| 4. | Need of training to arrange library, conducting discussions about books, knowing about various sources of book collection and arranging a mobile library | □ | □ | □ | □ | □ |
| 5. | Need of training to provide short term employment training courses and there by generating the incomes of the beneficiaries | □ | □ | □ | □ | □ |
| 6. | Need of training to conduct discussions for providing scientific and technical informations to the beneficiaries | □ | □ | □ | □ | □ |
| 7. | Need of training to conduct cultural programmes and there by protect the traditional art forms | □ | □ | □ | □ | □ |
| 8. | Need of training to act as communication centres and improve their self potential for solving the doubts of the beneficiaries | □ | □ | □ | □ | □ |
| 9. | Need of training to conduct sports and adventurous programmes and understanding the peculiarities of different games | □ | □ | □ | □ | □ |
| 10. | Need of training to use the services of persons working in different fields and collecting the physical and economic resources to the centres | □ | □ | □ | □ | □ |
| 11. | Need of training to forms different 'Groups', and using the services of these 'Groups' in the centres and there by raising the social participation | □ | □ | □ | □ | □ |
| 12. | Need of training to prepare the work plan in advance and prepare the monthly charts for the effective functioning of the centres | □ | □ | □ | □ | □ |

**APPENDIX V**

**List of Nodal Continuing Education Centres**

|  |  |
| --- | --- |
| Sl. No. | Name of Centres |
| 1. | Nodal Continuing Education Centres- Pattambi |
| 2. | Nodal Continuing Education Centre-Mannarkkad |
| 3. | Nodal Continuing Education Centre- Cherpalcheri |
| 4. | Nodal Continuing Education Centre- Ottappalam |
| 5. | Nodal Continuing Education Centre- Alathur |
| 6. | Nodal Continuing Education Centre- Kuzhalmandam |
| 7. | Nodal Continuing Education Centre- Nemmara |
| 8. | Nodal Continuing Education Centre- Palakkad |
| 9. | Nodal Continuing Education Centre- Chittur |
| 10. | Nodal Continuing Education Centre- Malampuzha |
| 11. | Nodal Continuing Education Centre- Sreekrishnapuram |

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