

REVIEW OF RELATED RESEARCH  
PROJECTS

**CHAPTER – III**

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## CHAPTER – III

### REVIEW OF RELATED RESEARCH PROJECTS

#### 3.1.0 INTRODUCTION

It is necessary to study the reports of previous and the past researchers who have studied nearly the same subject matter relating to curriculum of D.Ed.

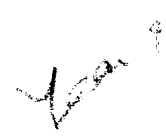
The researcher should find out, if any one has done the research on this subject before. Because there is no sense in repeating the subject matter, there should be something new then only it gets importance if any topic is left over by the researcher it can be taken into consideration or you may take the supplementary subject matter stated by the researcher.

You have to consider some details before fixing a particular topic. It is equally important to see what's the researcher field tools used, notices and results the above stated point should not be repeated.

The use of the past work can be laid as the foundation for the new subject.

The researcher has carefully studied the related problems and has given the further information.

### 3.2.0 RELATED RESEARCH PROJECTS

1) Arrora, K. Dasgupta, H. Chopra, R and Puri, P : 

National survey of teacher education at elementary level, Department of teacher education. He has taken the above subject as his research and handed over the thesis to the university.

The project was undertaken with an objective of collecting data concerning major areas of elementary teacher education such as students and staff, facilities and services, programmes, administration and supervision etc with a view to -

- i) Compiling a national report which could be used as a reference document and
- ii) Locating weak areas, which needed strengthening and thus required special attention of the NCERT.<sup>1</sup>

2) Joshi D.C. :

A study of Innovations in teacher training institutions, V.B. Teachers college, Udaipur, 1974.

He has taken the following subject for his M.Phil. and handed over the project to the University in the year 1974. The objectives of the study were to find -

- i) Innovations in teacher education programme pertaining to curriculum, methods of teaching and in-service education.
- ii) The types of course followed in different states.
- iii) The resisting factors of innovations.

The method followed was the descriptive survey method. A preliminary survey of fifty teacher training institutions was made and eleven institutions were selected by stratified random sample basis for intensive study. Questionnaire was mailed and a sample of principles and teachers was also interviewed.

#### Findings :

The most significant factors of resistance to innovations as reported were-lack of facilities, lack of funds, lack of time to pursue the new ideas, lack of professional guidance, lack of support from education department.<sup>2</sup>

#### 3) Kohli V.K. :

A critical evaluation of curriculum for teacher education at B.Ed. level in Punjab, Ph.De.Edu. MSU 1974.

Mr. Kohli V.K. has taken this problem for his P.h.d. in 1974 and forwarded this research work to the university. The objectives of the study were -

- i) To evolve screen and identify the specific objective of teacher education at B.Ed. levels in Punjab.
- ii) To find out of the effectiveness of the existing curriculum on the basis of objectives as perceived by the educators and personnel in the field or teacher education and
- iii) To suggest guidelines for improvement of the B.Ed. curriculum.

The sample involved 15 colleges in the seven district of Punjab. The tools and technique used for data collection were -

- i) A questionnaire, ii) An interview scheduled, iii) Observation.

The study revealed that

- i) sessional work was useful but it had to be organized in more serious manner.
- ii) Theory should be reduced to 50 percent and practical work should be increased accordingly.
- iii) Organization of specified co-curricular activities was felt need.

- iv) Need was also felt in respect of annual review of the curriculum by a committee of teacher educators, experienced heads of the schools and school teachers
- v) On the basis of recommendations of education commission (1964-66) curricular objectives should be formulated under.
  - a) Knowledge and understanding, b) Skills and abilities.<sup>3</sup>

4) Sharma M.L. :

A study into the development of teacher competencies of the B.Ed. student: teachers in the training colleges of Rajasthan Ph.d. Education – Raj 1979.

He submitted his P.hd. project and the investigation aimed at identifying the factors of teacher competency and to study the development of teacher competency among student- teachers of the training colleges of Rajasthan. The objectives were -

- i) To identify the classroom behaviour patterns of student-teachers which related to their competency.
- ii) To know the impact of teacher training in the development of teacher competencies of student-teachers.
- iii) To compare the results of the study, terms of patterns.

- iv) To study the relationship between the rating done by supervisors and student-teachers regarding the classroom behavior of students-teachers.<sup>4</sup>

5) Bhatia, Ranjana :

Evaluation of new B.Ed. curriculum in the colleges of education affiliated to the University of Bombay, Ph.d. Education Bombay University. – 1987

He has presented his P.h.d. thesis and the major objectives of the study were :

- i) To identify the specific objectives of teacher education in the revised curriculum at B.Ed. level in the University of Bombay.
- ii) To study the relevance of the topics given in the revised B.Ed. curriculum in the view of the objectives.
- iii) To study the relevance of the practice teaching programme in the new B.Ed. curriculum accordingly.
- iv) To study the effectiveness of the evaluation scheme in new B.Ed. curriculum.
- v) To find out the difficulties faced by administrators in the implementation of the revised B.Ed. curriculum and
- vi) To suggest improvement in new B.Ed. curriculum.



The study employed the normative or descriptive survey method showing the status of the present B.Ed. curriculum in comparison with the past B.Ed. curriculum in the University of Bombay. The specific feature of the study was the critical evaluation approach on the basis of specifically evolved objectives of teacher education. The method of purposive sampling was used for the selection of the sample. The sample includes 64 teachers education, 600 teacher's trainees, 20 past students and 9 principals from 13 colleges of education. The technique used for data collection included a questionnaire, an interview scheduled, a checklist, group discussion, observation, reports of seminars and workshops. Documents on teacher education and comparative analysis of the content of revised and old B.Ed. curriculum the data were analyzed with the help of statistical techniques, viz. the rank method, mean and percentages. The main conclusion in the study were -

- 1) There were some important changes in the new B.Ed. syllabus on the one hand, while on other hand, quite a few topics were repeated.
- 2) Implementation of new curriculum was found to be difficult.
- 3) The revision of the curriculum had not brought about any serious changes to help produce a quality teacher.
- 4) Teacher educators unanimously agreed that the area of practice teaching was the most important part of B.Ed. programme.

- 5) They felt microteaching should be taken more seriously.
- 6) Practical work was a useful part of the curriculum and should be organized more seriously.
- 7) Method masters should observe practice lessons.
- 8) Schools attached to the training colleges should be used as experimental schools.
- 9) A large majority found the B.Ed. curriculum mechanical and book oriented.
- 10) The study indicated that the theory load should be cut down and the ratio of the theory and practice teaching should be fifty-fifty.<sup>5</sup>

6) Kakkad G.M. :

Secondary teacher education curriculum: An Analytical study and developing teacher-education programme, Ph.d. education Nag. U. 1983.

Mr. Kakkad G.M. has chosen the above topic for his Ph.d and completed and forwarded his research work to the university in 1983. The objectives of the study were -

- (i) To analyze existing B.Ed curricula of various representative universities of four different regions of the nation,

- (ii) To study the common and uncommon aspects of secondary teacher education programmes analytically,
- (iii) To know the changes that were expected in STEP. And
- (iv) To develop a secondary teacher education programme (STEP).

The sample for the study was B.Ed syllabus of 24 universities, the IATE, the NCERT and C.T courses of up. The tools used were on interview schedule and comprehensive questionnaire prepared by the researcher.

Following were the main findings of this study:-

- (1) The duration of the step should be two academic sessions.
- (2) The aspects of the step should be; (a) Educational theory (b) practice teaching (c) community work (d) work experience (e) sessional work , (f) co-curricular activities.
- (3) There should be content courses along with the school subject methodology paper.
- (4) There should be two subjects methodology of the teaching and number of the lessons should be 15 for each subject.
- (5) Internship in teaching should be introduced for a period of 3 months.
- (6) There should be provision for urban and rural teaching in the step.

- (7) There should be provision for theory and practical action research or classroom research in step.
- (8) There should occasionally exchange of teachers between colleges of education and secondary schools.
- (9) There should be examination in theory and practical.
- (10) Separate results in theory and practical should be declared. Assessment of theory papers should be in marks. Evaluation of practical, sessional work and other aspects may be in grader<sup>6</sup>.

7) Natarajan, S. :

A Competency based programme in teacher education curriculum, Ph.D. education, Madras.U. 1984.

He has taken the following subject for Ph.D. and handed over the project to the university.

The major objectives of this investigation were –

- (i) To study the relative efficiency of competency based teacher education programme of secondary school teachers,
- (ii) To identify factors influencing Competencies achievement such as social status, economic status and level of education and

- (iii) To find out the relationship between an individual's self-esteem and Competency achievement.

Competencies were spelled out in behavioural terms for the units in the selective subject, institutional planning and administration of the B.Ed. course of Madras university, and these were designed to identify both knowledge and performance Competencies. Knowledge Competencies consisted of knowledge about concepts, knowledge about application of concepts and knowledge about specific examples about those applications. The Competency list was validated by a panel of five educationist's for the experimental study all the students of two government colleges of the education at Pudukottai and Orathanad, numbering 200 were involved. They were the male students in the age – group 21-26. Five treatment groups with 40 students, teachers in each group were formed by random selection the first group received instruction through the traditional lecture method with the occasional dictating of notes. The second group learnt through small group discussions that were pre-planned, source materials were supplied. The third group mastered the subject matter through the conduct of seminars followed by discussion, the researcher or one of the student teachers moderating the whole session. The fourth group was engaged in direct self-study, supported by the resource. Centre and weekly discussion led by the researcher. The last group studied by means of the self-instructional modules that were based on the Competencies approach. Students were

permitted to proceed at varying speeds the actual experiment lasted for five months the criterion – referenced tests were used, which based on identified explicit Competencies to find individuals self- esteem and achievement, Rosenberg's self esteem scale was used. A checklist was used to find out the social and economic background of the students and their general educational level with subject specialization.

An attitude scale was also used to study the attitude of student- teachers towards the teacher preparation programme. The major findings of the study were –

- (1) Competency based instruction proved suitable for teaching selected units in institutional planning and administration.
- (2) The seminar method seemed to be an effective method as it compared favorably with the competency based approach.
- (3) The lecture method was effective as a group method.
- (4) Directed self study did not compare well with other methods.
- (5) There was a significant relation between self-esteem and acquisition of Competencies.
- (6) Attitude towards teaching method had a favorable correlation with acquisition of Competencies.
- (7) The study proved that teacher education programmes could be made more effective through a competency based approach.<sup>7</sup>

### 3.3.0 MISCELLANEOUS RESEARCH PROJECTS

The below mentioned personalities have also participated in forming the new curriculum and implemented in their research work effectively in developing the understanding the problems and their solutions. They are as follows :

1) Arora S.K. :-

Validation of the science education curriculum to develop instructional competence at the B.Ed. level, Ph.d. education. Kur.U.1986.

2] Pradhananga, G.B :-

Evaluative study of elementary teacher education curriculum of Nepal, Ph.d. education.pan.U.1986

3] Suwanna chairop,V:-

The needed Competency to be developed in the teacher training programme primary school English teachers in Thailand under new curriculum, Ph.d. education. Pan. U.1985.

4] Bhosale Vatsala 1992:-

A critical study of the new curriculum of teacher education and implementation of it, developed by all the universities from the state of Maharashtra.

Ph.d. education Shreemati Natibai Damodar thackersey womens university.

5] Bhardolgi Ajanta Dutt 1990:-

A critical evaluation of teacher education in Assam at the primary level during post-independence period with special reference to the curriculum and in-service training Ph.d. education Gauhati university.

6] Das. Saradindu 1992 :

A study of the effectiveness of the present curriculum of the one year Junior basic training programme for the teachers of the primary schools of Assam in developing the proper attitude towards the teaching profession:- Independent study career :- District Institute of Education And Training.

7] Reddy Chandra Prakash 1991 :

Quality improvement of pre service teacher education of primary schoolteachers in Andhra Pradesh Ph.d. education Osmania university.

8] Prakash, Vidhya 1991 :

An investigation into the curriculum politics, planning and their implementation at the primary school level in Delhi during 1996-76 Ph.d. education Jamia Milla Islamia.



### 3.4.0 DISCUSSION

The researcher has to refer for related literature for finding out the results and objectives of others whose subjects are similar or based nearly to the topic.

The research reviewed the following:-

- 1] The research written by Arora, K.Dasgupta, H.Chopra, and Puri on "National Survey of Teacher Education at elementary level, department of teacher education ". This research was useful for researcher in fulfilling objective like collecting data, concerning major areas of elementary teachers education such as staff facilities, programmes and administrating etc. with a view for locating weak areas which need strengthening and thus required special attention of the NCTE.
- 2] Joshi D.c. did research on "A study of innovation in teacher training institutions". This research study was used to find our new changes in curriculum, methods of teaching and the resisting factors of innovations.
- 3] The research written by Kholi.V.K. on "A Critical Evaluation Of Curriculum for teacher Education At B.Ed. level ", was useful for researcher in finding out the effectiveness of Existing curriculum in the field of the teacher education & in suggesting guidelines for improvement of the D.Ed. curriculum.

- 4] Sharma. M.L. did research on "A study into the development of teacher Competencies of the B.Ed. students, teachers in the training colleges of Rajasthan".

This research study was used to find out the five areas of Competencies of my research, in identifying the patterns of student teachers related to their competency, to know the impact of teacher training development of teacher Competencies in D.Ed. curriculum.

- 5] The research of Bhatia and Ranjana on "Evaluation of New B.Ed. curriculum in the colleges of Education affiliated to the university of the Bombay".

This research was helpful for the research in finding the implementation Of New Curriculum i.e. to know the changes to help in producing a Quality teacher. To find out the difficulties faced by administrators in implementation of the revised D.Ed. curriculum.

- 6] KakkadG.M. has done research on "Secondary teacher education curricula- An analytical study and developing teacher. Education programme".

This research was helpful to some extent, to know the changes that were expected according to NCTE Norms.

- 7] Natarajan. S. has done a research on "A Competency based programme in teacher education curriculum".

This research was used in investigation effecting of Competency based teacher education in the pre-service education programme, in identifying the factors influencing Competency.

In this way various literature was studied for fulfilling the objectives of the researcher. To know the important findings related to the researcher's topics.

**3.5.0 REFERENCES**

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4. M.B.Buch: "Third Survey Of Research In Education ". (New Delhi:  
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