

CHAPTER - V

SUMMARY, CONCLUSIONS AND
RECOMMENDATIONS

V.1 SUMMARY

V.1.1 INTRODUCTION

The present study deals with the problems of student teaching programme at B.Ed colleges of Education. After the analysis and interpretation of the data collected and also discussion in the previous chapter i.e. Chapter IV. "Analysis and Interpretation of data collected," it is proper to summarise the entire research work as also to state the findings and conclusions based thereupon. This is summarized in the following paragraphs.

V.1.2 STATEMENT OF THE PROBLEM

"A critical study of student teaching programme in Colleges of Education of Shivaji University area."

V.1.3 OBJECTIVES OF THE RESEARCH STUDY

Objectives of this study are as following -

- 1) To study the procedure of microteaching of student teachers in the Education colleges.
- 2) To examine the procedure of practice lessons of student teachers in the Education colleges.
- 3) a) To evaluate the procedure of observation done by teacher educators.

- b) To evaluate the procedure of observation done by student teachers.
- 4) To study the procedure of the content-cum-methodology workshop in the Education Colleges.
- 5) To suggest probable remedies to overcome the defects in the complete teaching programme in the Education Colleges.

V.1.4 DEFINITIONS OF SOME IMPORTANT TERMS

The researcher has used some particular terms in the statement. The important terms in the statement of problem have been defined as follows. Their operational definitions have been given below.

1) A Critical Study

A Critical study is a detailed study of student teaching programme and to suggest remedies to overcome the defects of this programme.

2) Student teaching programme

The student teaching programme consists of microteaching practice lessons, observation and content-cum-methodology.

3) College of Education

College of education means secondary education college in the Shivaji University Area.

V.1.5 SCOPE

This problem is confined to conducting the student teaching programme at Colleges of Education. The researcher has decided to know and study the efforts made by Colleges of Education of Shivaji University Area for conducting the student teaching programme. The study has been done in the academic year 1993-94. The conclusions and recommendations are useful to the pupil teachers, teacher educators, principals of Education Colleges, administrators and educators.

V.1.6 LIMITATIONS

This research work is limited to the student teachers' activities for effective teaching in the schools. This study is limited to the student teaching programme work which is conducted in Shivaji University area. The geographical area of Shivaji University, Kolhapur is restricted to this research. The researcher has no control on the student teaching programme of all these colleges. So he has to collect information regarding this programme only. Some principles and maxims also affect on teaching programme but this factor cannot be controlled by the researcher.

V.2 REVIEW OF RELATED LITERATURE AND RESEARCH

The Chapter contained two sections. The first section is regarding a review of related literature. The second section is related to a review of related research.

V.3 RESEARCH PROCEDURE

V.3.1 RESEARCH METHODOLOGY

This study is a status study of the educational colleges of student teaching programme in Shivaji University area. Taking into consideration the scope of information to be collected, the researcher had carried on the study by normative survey method. The researcher had followed the normative survey method. The researcher used questionnaire, interview, observation for data collection.

V.3.2 IMPORTANT STEPS

a) The information related to the process and procedure of microteaching had been collected by the researcher with the help of giving a questionnaire to student teachers and observing the lesson-notes of student teachers which had been planned for microteaching.

b) The information related to the practice of student teachers had been collected by the researcher with the help of observing the remarks of lesson-notes of observers.

c) The information regarding the practice lessons' observation of teacher educators had been collected with the help of lesson-notes which were remarked by the teacher educators to improve the student teachers while observing the lessons in the class-room. The information regarding the

observation of student teachers had been collected with the help of observation note-books which were used and written by the student teachers to improve themselves and student teachers while observing the lessons in the class-room.

d) The information related to the process and procedure of content-cum-methodology workshop had been collected with the help of observation of the reports of student teachers and lesson-notes which had been planned for content-cum-methodology workshop. The researcher had provided a questionnaire to student teachers to know it in detail.

e) The researcher had taken the interview of the teacher educators in their colleges of education to know the difficulties and facts and information which had been experienced while conducting the student teaching programme.

V.3.3 SAMPLING

There were twenty eight colleges of education affiliated to Shivaji University, Kolhapur in the year 1993-94. They were as following.

- 1) Azad College of Education, Satara
- 2) Acharya Jawadekar Adhyapak Mahavidyalaya, Gargoti, District Kolhapur
- 3) College of Education, Barshi, District Solapur.
- 4) D.P.B.Dayanand College of Education, Solapur.

- 5) Kasturbai College of Education, Solapur.
- 6) S.P.S. College of Education, Sangli.
- 7) Mahila Adhyapak Mahavidyalaya, Tasgaon, District Sangli.
- 8) S.M.T.College of Education, Kolhapur
- 9) B.Ed. College, Shivaji Peth, Kolhapur
- 10) College of Education, Peth-Vadgaon, District Kolhapur.
- 11) V. N. College of Education, Kolhapur.
- 12) College of Education, Karad, District Satara.
- 13) College of Education, Islampur, District Sangli.
- 14) Education College Phaltan, District Satara.
- 15) B.Ed.College, Patana, District Satara.
- 16) Late S.M.V.Patil Mahila College of Education, Miraj,
District Sangli.
- 17) Education College, 370/A, Muslim Pachha Peth, Solapur.
- 18) Education College, Akaluj, District Solapur.
- 19) D.K.Shinde College of Education, Gargoti, District Kolhapur.
- 20) Kalpark College of Education, Main road Jaisinghpur
District Kolhapur
- 21) Yeshvantrao College of Education, Kodoli, Taluka Panala,
District Kolhapur.
- 22) Jagaruti B.Ed.College, Gadhinglaj District Kolhapur.
- 23) Ichalkarangi College of Education, Ichalkarangi,
District Kolhapur
- 24) College of Education, Kanganal District Kolhapur.
- 25) C.S. College of Education Rukadi, Taluka Hatkangle,
District Kolhapur.

- 26) Savitribai Phule Mahila College of Education, Dasra Chouk, Kolhapur.
- 27) D.K.Shinde B.Ed College, Gadhinglaj, District Kolhapur.
- 28) Education College, Vita Taluka Khanapur, District Sangli.

Out of the twenty eight colleges, first seven Colleges of Education receive grant-in-aid from the Government of Maharashtra and eighth college of education is run by the Government of Maharashtra and remaining twenty colleges do not receive grant-in-aid from the Government of Maharashtra. They are run by private local managements. In these twenty eight colleges of education there were 2320 student teachers. 2320 student teachers had offered student teaching programme as a compulsory programme for the B.Ed degree course. Out of twenty eight colleges of education, the researcher selected to study a sample of four colleges of granted and four colleges of non-granted by stratified random sample. The researcher selected four colleges out of eight colleges of granted and four colleges out of twenty non-grant colleges because the researcher had a fear that non-granted colleges sampling would influence the research result. The researcher selected four granted colleges i.e. fifty percent and four non-granted colleges i.e. nearly twenty five percent. It would be suitable to the researcher to compare two groups together and find out proper results. The researcher selected only four non-grant colleges because

more non-granted colleges are established in a particular area. The researcher thought that selecting more colleges from non-grant would like a concentration to a particular area. So, the researcher selected eight colleges of education with the help of stratification of granted and non-granted colleges and districtwise stratification and then used a lottery method. The researcher selected one granted and one non-grant college from each district. The stratified randomly selected colleges of education were as following -

- 1) Azad College of Education, Satara.
- 2) S.P.S. College of Education, Sangli.
- 3) S.M.T. College of Education, Kolhapur.
- 4) Kasturbai College of Education, Solapur.
- 5) College of Education, Karad, District Satara.
- 6) Savitribai Phule College of Education, Kolhapur.
- 7) Late S.M.V. Patil Mahila College of Education, Miraj, District Sangli.
- 8) Education College, 370/A Muslim Pachha Peth, Solapur.

This study is a normative survey in nature. The researcher visited these colleges after the B.Ed Part Two Examination because by that time all the colleges might have completed their student teaching programme. It was of no use to go to visit these colleges before that. The researcher visited from 21-02-1994 to 26-02-1994; 1-03-1994 and 15-03-94

these colleges of education after the B.Ed Part II Examination. Therefore, the strength in the class-room was very less. Then the researcher selected those student teachers who were present in the classes for the research work. The researcher received 329 questionnaires from 329 student teachers. Those 329 student teachers questionnaires were used for the research.

The researcher visited all eight colleges of education once and he administered the questionnaire to all student teachers. The data collected were analysed using the percentage.

V.4 CONCLUSIONS

1) It was the first objective i.e. 'To study the procedure of microteaching of student teachers in the Education colleges'. The following conclusions regarding this objective emerge from the data.

i) It is found that more than 93 % student teachers have stated that introductory lectures are organised in the colleges of education.

ii) It has clearly concluded that all colleges of education have organised the orientation lectures on the microteaching which is very needful to train the skill of teaching in the student teaching programme.

iii) It is seen that more than 92 % student teachers have stated that introductory lectures are beneficial in the micro-lessons.

iv) It is observed that more than 97 % student teachers have used the 'Explanation' skill widely in student teaching programme. The skill of 'Stimulus Variation' an 'Reinforcement' have been conducted in the colleges of education. The skill of 'Questioning', Introduction, B.B. Work, Motivation, Demonstration have been neglected in many colleges of education.

v) It is found that more than 84 % student teachers have stated the importance of suggestions in micro-lessons.

vi) It is observed that the student teachers are very eager to teach their own micro-lessons.

vii) It is seen that student teachers have made hard efforts before conducting the teaching in a micro-group.

viii) It is evident that more than 80 % student teachers have stated that the suggestions of teacher educators and discussions of friends are useful for avoiding mistakes in micro-teaching.

ix) It is found that the measures such as introducing the components of a skill, explaining the content in simple

language, selecting interesting unit and participating spiritfully in friends' lessons are used by more than 84 % student teachers to enable the peer-group to understand the micro-lesson properly.

x) It is concluded that the teacher educators have to practise using positive reinforcers and avoid the use of negative reinforcers in the micro-class.

xi) It is evident that discussion between student teachers and teacher educators and discussion between micro-teacher and peer-group of micro teaching are useful device to improve the courage of student teachers in micro-teaching.

xii) It is seen than the peer-group has been affected by certain limitation such as playing the pupils' role is a boring task of microteaching. So, it must be conducted in school.

xiii) More than 75 % student teachers have stated that they get confidence for classroom teaching.

xiv) Above 45 % student teachers think^{that} microteaching is boring. There is again and again repetition of the same work.

xv) It is obvious that the efforts of giving suitable points, asking questions, using audio-visual aids, avoiding

mistakes and giving attention only on the particular skill are made by more than 75 % student teachers in colleges of education.

xvi) It is seen that the percentage of student teachers who use audio-visual aid is the lowest.

xvii) It is seen that modern teaching aids such as tape-recorder, T.V., V.C.R., Films, Film-strips are not sufficient in non-grant colleges of education.

xviii) It is found that tape-recorders are not used to feedback in granted and non-granted colleges of education.

xix) It is seen that 51.06 % student teachers have stated that they require five minutes duration for a proper micro-lesson.

xx) Nearly 60 % student teachers have suggested that the micro-lesson should be tape-recorded. The weakness in the micro-lesson should be discussed immediately after the micro-lesson.

xxi) For increasing the objectivity in microteaching at least one micro-lesson of each student teachers should be observed by two observers.

xxii) It is observed that the demonstration lesson is useful to more than 84 % student teachers for improving teaching, speaking, discussing and controlling the class in practice teaching.

2) It is the second objective i.e. 'To examine the procedure of practice lessons of student teachers in the B.Ed colleges'. The following conclusions regarding this objective emerge from the data.

i) Student teachers do not read unit properly and do not follow the instructions of teacher educators. They are very hurry to finish twenty lessons.

ii) The following facts are found most in case of student teachers' difficulties in practice lessons.

- a) Fear of peer-group.
- b) No experience of teaching.
- c) Inferiority complex.
- d) Errors of writing.
- e) Errors of speaking.
- f) Errors of reading.
- g) Errors of pronunciation.
- h) Errors of presentation
- i) Fear of an observer.

The following facts are found most in case of student teachers who succeed in practice lesson.

- a) No fear of peer-group.
- b) Experience of teaching.
- c) Fluency on reading, speaking and writing.
- d) Perfect presentation
- e) No fear of an observer.

iii) All teacher educators have stated that the twenty practice lessons are enough for B.Ed. course. But these lessons must be guided and conducted properly in the classes. The researcher concluded that twenty practice lessons are enough for B.Ed Course.

iv) All teacher educators have stated that they have not sufficient time for guidance. They are very hurry to finish the work which is prescribed by college. The researcher concludes that the time which is given for guidance is not sufficient.

v) Many teacher educators' remarks are not related to the behaviour of classroom.

vii) All teacher educators say that they have enough general teaching aids. But Video, T.V., V.C.R., Tape-recorders and films are not available. They say that student teachers are not using teaching aids while conducting the practice lessons. Very few student teachers tell that they are using teaching aids while they are conducting the final lessons.

viii) It has been observed in the observation note-books that student teachers are true followers' of teacher educators' instructions of improvement of classroom teaching.

ix) Many student teachers' instructions to a student teachers on 'Recapitulation', 'Application' and 'Assignment' are useful to improve and develop the practice lessons properly.

x) It is clearly observed that college made matrix is widely used in all colleges of education. It is essential to observe all the movements carefully. The researcher comes to know that self made matrix must be used to observe the lessons. It is very useful to mention important aspects of the lesson.

xi) It is clearly known that the percentage of all headings is above 73.86 %. Through this, the investigator concludes that demonstration lessons give the guidelines to the student teachers. The investigator would like to mention that the demonstration lessons of each skill must be at least two in the beginning of the practice lessons.

3) It was the third objective i.e. '(a) To evaluate the procedure of observation done by teacher educators.' (b) To evaluate the procedure of observation done by student teachers.' The following conclusions emerge from the data regarding this objective.

i) Teacher educators write negative remarks on lesson-notes. They also write positive remarks which are useful for the improvement and encouragement of student teachers. Some teacher educators write positive and negative remarks on lesson-notes.

ii) Many teacher educators' remarks are vague and ambiguous.

iii) Many teacher educators write the words on lesson notes such as yes, no, stated, neat, fluent, effective, good, verygood and excellent as their remarks.

iv) Many teacher educators mark only right or wrong on lesson-notes.

v) Many remarks on lesson-notes which are written on 'statement of aim' by teacher educators are complete.

vi) Very few remarks of lesson-notes which are related on 'speech' of student teachers are not enough.

vii) Teacher educators donot write their remarks on questioning of lesson-notes.

viii) More remarks of lesson-notes which are written by teacher educators are enough and sufficient.

ix) Teacher educators donot write specific remarks on 'learning experiences' of lesson-notes.

x) Many remarks of lesson-notes which are written on the subject knowledge of student teachers are very clear, effective and suggestive.

xi) All student teachers observe the lessons which are prescribed by Shivaji University, Kolhapur.

xii) Remarks of observation note-books which are written by student teachers are not sufficient.

xiii) Remarks of observation note-books which are written on 'Introduction' of student teachers are enough.

xiv) Remarks of observation note-books which are written on 'Statement of aim' of student teachers in practice lessons are very clear and proper.

xv) Many student teachers donot write suggestive remarks on learning experience in observation note-books.

xvi) The remarks of observation note-books which are written on 'questioning' are not satisfactory. Those remarks of student teachers donot give proper meaning.

xvii) Remarks of observation note-books which are written on 'Explanation' by student teachers are very brief.

xviii) Remarks of observation note-books which are written by student teachers on teaching aids are enough and sufficient. Those remarks are used to develop the ability of student teachers.

xix) Remarks of observation note-books which are written on the B.B.work by student teachers are clear, effective and suggestive.

xx) Student teachers donot write suggestive remarks to improve the student teachers' teaching.

xxi) Student teachers are true-followers of teacher educators' remarks which observing the lesson of student teachers.

xxii) Remarks of observation note-books which are written on 'Recapitulation', 'Application' and 'Assignment' by student teachers are very detail.

xxiii) Many student teachers are making real true-copies of their friends remarks.

xxiv) Student teachers observe the lesson of their close friends.

4) It was the fourth objective i.e. 'To study the procedure of content-cum-methodology workshop in the Education Colleges.' The following conclusions emerge from the data, regarding this objective.

i) Most of the non-granted colleges of education, where the student teachers study, are not performing all the expected activities of content-cum-methodology workshop.

ii) The atmosphere in colleges of education doesnot initiate the student teachers to study more literature on content-cum-methodology.

iii) All needful activities of content-cum-methodology workshop are organized in all colleges of education.

iv) More than 45 % student teachers have stated that overall weightage of 100 marks should be given to two content-cum-methodology workshops in B.Ed practicum.

v) Regarding the efforts made by the student teachers for the development of teaching in the content-cum-methodology workshop which is reflected in student teachers' behaviour, it is observed that the above 90 % student teachers make hard efforts in analysing the content, using teaching aids, thinking about the method in relation to content and discussing the errors in peer-group.

vi) Student teachers are encouraged by their discussions by the teacher educators.

vii) With regard to difficulties in conducting the three lessons on one unit in the content-cum-methodology workshop, it is found that 77 % student teachers have stated that they experience difficulty to find out proper unit. And 67 % student teachers have stated that the repetition of the content creates dullness.

viii) It is evident that the steps of improvement of content-cum-methodology workshop according to student teachers as follows -

a) Sixty two percent student teachers have stated that the content-cum-methodology workshop must be on one method only.

b) Sixty percent student teachers have stated that they prefer to conduct only one lesson out of the three lessons.

c) Eighty three percent student teachers have stated that teacher educators must give proper guidance and knowledge.

d) Sixty four percent student teachers have stated that rating scales should be used for assessing the different content-cum-methodology lessons of student teachers.

ix) It is found that more than fifty percent student teachers have stated that the content-cum-methodology workshop is a dull process. It has lacked the proper guidance and teaching aids.

x) It is found that the content-cum-methodology workshop is tedious, boring and dull. It is the opinions of seventy five percent student teachers.

5) It is the fifth objective i.e. 'To suggest probable remedies to overcome the defects in the complete teaching programme in the B.Ed Colleges.' The following suggestions and recommendations regarding this objective emerge from the data.

While conducting the data for the present research study the investigator has many opportunities to express his views relating to student teaching programme with the teacher educators and student teachers of Shivaji University area. Through this informal discussion and deliberation, he has certain suggestions and recommendations to offer.

V.5 SUGGESTIONS AND RECOMMENDATIONS

In the light of present studies the following suggestions and recommendations are evolved -

1) There should be some activities of expressing the problems of student teaching programme. This will make the concept of student teaching programme ~~by~~ crystal, clear and hence will be useful in creating efficient student teachers and their responsibilities towards student teaching programme.

2) For the sake of B.Ed admission, student with post-graduates degree should be given some weightage.

3) Orientation lectures should be organized in the beginning of all colleges of education.

4) Motivation, Black-board work and Narration skills must be emphasized in micro-teaching.

- 5) It is also suggested that free and frank atmosphere must be created in a micro-group while conducting the micro-teaching.
- 6) One lecture must be arranged for well structured suggestions and the effective suggestions must be part and parcel of student teaching programme.
- 7) There should be inservice training programmes for teacher educators to improve the new techniques of student teaching programme.
- 8) Teacher educators should be sympathetic towards the student teachers and the efforts should be made to encourage confidence and close the gulf between teacher educators and student teachers.
- 9) Student teachers must be well pushed by the teacher educators to give correct suggestions. Teacher educators must give more and more stress on discussion.
- 10) For encouragement to student teachers, remarking, grading and discussing the important points, these activities must be done by teacher educators while observing the practice lessons.
- 11) A micro-lesson of a student teacher must be conducted on school children instead of a micro-peer group.

12) Inferiority complex of student teachers must be reduced and spirit and confidence must be increased by teacher educators.

13) Audio-visual aids are essential for effective micro-teaching, practice lessons and demonstration lessons. Hence the management of concerned college of education should purchase adequate teaching aids and science equipments for their student teachers.

14) Tape-recorder; T.V.; V.C.R.; Film-strips; Video-tape and slide-projector must be compulsory to all colleges of education. These aids must be used in teaching.

15) Microteaching must be practical oriented and carefully conducted, so that student teachers will participate spiritfully.

16) In microteaching, observation of two supervisors must be introduced and their opinions must be recorded for discussion at least for one skill.

17) Tape-recorders and video-tapes must be used for a micro-lesson. Tape-recorded and video-taped cassettes must be replayed to know draw-backs.

18) Free and frank discussion must be organized for improving student teachers in a micro-group and practice lessons.

19) Self made matrix for observation of micro-lessons and practice lessons must be used by student teachers.

20) Head of Department of Education, principals and teacher educators should be consulted for their opinions and suggestions to improve the quality of content-cum-methodology workshop in colleges of education.

21) More than two demonstration lessons must be conducted in colleges of education.

22) Two content-cum-methodology workshops must be of 100 marks in the B.Ed practicum.

23) Lectures on the content-cum-methodology must be organized by all colleges of education.

24) For improvement of content-cum-methodology workshop
(i) Teacher educators must give proper guidance and knowledge to student teachers. (ii) Rating-scales should be used for assessing the content-cum-methodology lesson of student teachers.

25) Ready made list of units for content-cum-methodology workshop must be supplied to student teachers.

26) In the content-cum-methodology workshop, a lesson must be kept on the school children instead of a peer-group.

V.6 TOPICS FOR FURTHER RESEARCH

This study suggests many problems for further study, some of these are listed below-

1) A comparative study of student teaching programme between Shivaji University, Kolhapur and Dr. Babasheb Ambedkar Marathwada University, Aurangabad with a view to suggesting probable suitable solutions.

2) A comparative study of content-cum-methodology workshop in granted colleges and non-granted colleges of Shivaji University area with a view to suggesting weakness of workshop and suitable solutions.

3) Correlation between theory papers and practice teaching of student teachers of Shivaji University area with a view to suggesting suitable solutions.