

METHODOLOGY / METHOD OF
RESEARCH

CHAPTER – IV

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METHODOLOGY / METHOD OF RESEARCH

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CHAPTER- 4

METHODOLOGY/METHOD OF RESEARCH.

4.1.0 INTRODUCTION

It is necessary to state the method chosen for the research work after finalising the subject taken for M.Phil. We have to contact various personalities and different places to get the necessary details.

One has to use particular tools and methods taking into consideration the concept objectives and scope of the chosen topic. There are three methods to be followed -

1] Historical Method 2] Descriptive Method/ Normative 3] Experimental Method. In the following the researcher has used the Descriptive Method.

4.2.0 DESCRIPTIVE METHOD/ NORMATIVE

This research is related to the Questions, how is the curriculum. It involves the description, recording analysis and interpretation norms that exist. Descriptive survey is used for gathering of evidence relating to current conditions and analyzing data obtained from a large number of respondents representing a specific population collected through highly structured and detailed Questionnaire or interviews.

Normative survey is followed in studying local as well as statewise national and international aspects of Education. It goes beyond information and tabulation data. It involves interpretation, comparison, measurement, classification, evaluation and generalization all directed toward a proper understanding and solution of significant educational problems.

It focuses the attention of teacher, administrators, planners of the existing educational problems and suggests way of meeting them. The following are the educational surveys: -

- 1] Physical conditions related to learning.
- 2] Behavioral conditions related to learning.
- 3] The result of learning or the pupils ability to learn.

This survey method procedure is in wide demand of rendering important aspects because it determines the present trends.

4.3.0 TOOLS AND TECHNIQUES OF RESEARCH

INTRODUCTION :

The researcher has to collect the various informations in order to solve the problems of the selected subjects' matter. There are various methods and techniques to collect the information. We can get the qualitative and statistical of the information on the chosen tool.

Questionnaire, Observation, Interview, Rating Scale, class wise statistical and different tests can be collected through various tools.

These tools employ distinctive ways of describing and quantifying the data. Like the tool in the carpenter's chest each is appropriate in a given situation.

Students of research should familiarize themselves with each of these research tools and develop skill in specific situations.

The Research has used the Questionnaire, Observation, and Interviews as the tool for collecting the information.

i) QUESTIONNAIRE

"Bogardus expressed that-

"A questionnaire is a list of questions to a number of persons for them to answer. It secures standardized results that can be tabulated and treated statistically".¹

Bare David and Johnson :- A systematic compilation of questions that are submitted to a sampling of population from which information is derived.²

Questionnaires administered personally to groups of individuals. We can gain information. Filling out lengthy questionnaires takes a great deal of time and efforts. Questionnaires that call for properly

constructed and administrated serves as most appropriate and useful data in a research project.

Questionnaires that call for short check-mark responses are known as close-form type. Here you mark a yes or no, write a short response, check an item. This is easy to fill, takes little time, keeps the respondent on the subject and easy to analyze.³

The open form questionnaires call for a free response in the respondent's own words. This form can be difficult to interpret, tabulate, summarize in the research report.⁴

Many questionnaires include open and closed items. Each has its merits and limitations.

Preparing And Administering The Questionnaires :

Keeping in mind the five Competencies the questionnaires is planned and constructed and submitted for criticism to the members who have had experience in questionnaire what seem perfectly clear may be confusing to a person. They may reveal defects that can be corrected before the final is printed. We sent questionnaires carefully to the chosen respondents who co-operated from the principal of D.Ed colleges to superintendent school, officials, teachers.

A] Questions Based On First Competencies i.e Contextual Competencies

Compromising a wider view of the development of education in the society and teachers role in it to get an accurate and appropriate and point wise answers the questionnaires was planned with the eighteen questions on this Competency.

B] Secondary Competency Conceptual Competencies

It includes various concepts of education and learning and physiological, sociological and Neuro-physiological aspects etc. researchers have framed eleven questions based on this Competency.

C] Third Competency Content Competencies

It is related to the specific stage of education such as primary, upper primary or secondary. On the aims and objectives of this Competency five questions were constructed to obtain the desired results.

D] Fourth Competency Transactional Competencies

This in regard to General subject wise stagewise dimensions continuous evaluation should be integrated while transacting the subject content with a view to diagnosing the weakness and the strengths of the teaching learning strategy. To make it meaningful and effective six questions based on this Competency were constructed.

E) Fifth Competency Competencies Related To Other Educational Activities

This includes such as planning and organizing morning assemble etc. Children through participation in educational activities imbibe human values as it develops the leadership and all round development. Seven questions have been put up to appreciate the values and qualities by the researcher.

The final questionnaire includes all in the first chapter.

SELECTION OF TOOLS :

While selecting the tools we have to take into considerations its objectives, scope, limitations, method. Questionnaire, interview and Observation are the tools used to evaluate the questionnaire method. How we have used interview and observation has been given in detail further.

Questionnaire for teachers :

This was constructed for the experienced teachers of D.Ed. colleges. There are total seventeen questions. The sample was selected from 17 D.Ed. colleges of Solapur district. Two experienced teachers from each college were selected by random producer and given the questionnaire. It was expected the teachers' would respond freely if their names were not to be written on the questionnaire.

The main objective is to know the teacher's experience qualification, method, professional growth and their opinion about the norms of national council for teacher education curriculum and competency based education in relation to competency area.

II) INTERVIEW :

The interview is an oral questionnaire instead of writing the information is given face to face by discussing usually people are more willing to talk than to write.

The interviewer can explain more explicitly the researcher through the interview technique. It may stimulate the subject's insight into their own experience thereby exploring significant area. The interview is well suited for illiterates and those with language problems. Preparation for the interview is a critical step in the procedure. The interviewers must have a clear conception of what information they need.

The relationship between interviewer and subject requires an art. We must take written notes during the interview or thereafter experience tends to improve interviewing skill.

The interview has unique advantages through actions, feelings and attitudes. The interview can be most effective.

Interview of principals :

Then principals of all D.Ed. colleges in Solapur District were interviewed. Questionnaire was prepared for Principals. There were total thirteen questions based on present scenario of D.Ed. colleges in relation to competencies.

Principals expressed their views and opinions about implementation of curriculum of D.Ed. i.e. of present and new norms and regulations of NCTE guidelines.

Interview of experts :

Then ten NCTE experts were interviewed. The persons working in NCTE bodies were given preference. They were given a list of 14 questions. The questions were of guidelines and norms of NCTE for D.Ed. colleges. The experts have expressed their deep knowledge views and opinions about the problem. Their views have been included in the thesis.

The above mentioned data have been collected in the academic year 2000 from June-November.

III) OBSERVATION :

Observation has been the prevailing method of inquiry. It is often used in a single subject experimental research. It was used to collect

the data. The recorded observations may provide useful data for research studies. It must be always systematic directed by specific purpose carefully focused and thoroughly recorded. It must be always systematic directed by specific purpose carefully focused and thoroughly recorded. It must be subjected to the usual checks for accuracy, validity and reliability. The observer must be able to distinguish between the significant and insignificant aspects.

Instruments such as stopwatch, mechanical counter, camera, audiometer, audio and video tape recordings and other devices make possible observations.⁵

Validity And Reliability Of Observation :

For the researcher's observation to achieve a satisfactory degree of context validity a limited number of observable incidents must be selected when researchers are sole observers they overlook their own values, feelings and attitudes. The recording of observation should be done as soon as possible while the details are still fresh in the mind of the observer.⁶

Observation is carefully planned, systematic and perceptive. Observers know what they are looking for and what is irrelevant in a situation. They are aware of the wholeness of what is observed. Observers are objective they strive to eliminate their influence upon what they are and report.

Observations are checked and verified by comparison with those of other competent observers. "Observations are collected in such a way as to sure that they are valid and reliable."

Observation Matrix :

Then observation Matrix was prepared for observations of the lesson of two reputed teachers of 17 D.Ed colleges of Solapur. The main objective of Observation Matrix is to find out whether the teaching methods are according to new concept of NCTE i.e. competency based.

The teachers were allowed to observe the lesson and 34 teachers in all were observed. The teachers gave their full support and co-operating and permitted to observe the lessons.

4.4.0 ANALYSIS AND INTERPRETATION OF DATA

When the data is arranged and tabulated, the researcher proceeds to analysis and interpretation of data. There are various methods of analysis of data. Analysis and Interpretation are often attempted through comparison between two or more sets of data. The most important of these methods of analysis and interpretation are the methods, which help in establishing functional relationships and forecasting.

To quote Prof. Wilkinson and Bhandarkar "Analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing these in such a manner that they will yield answer to the research questions or suggest hypothesis or questions if no such questions or hypothesis and initiated the study." Some scholars are of the opinion that processing of data is done under analysis of data".¹

According to P.V. Young "The function of systematic analysis is to build an intellectual edifice in which properly sorted and shifted facts and figures are placed in their appropriate settings and broader generalizations beyond the immediate contents of the facts under study. Consistent relationships so that general inferences can be drawn from them - the aim of a mature science."²

The collected data from various channels and tools is analyzed and reconstituted again this analysis is known as data.

With reference to the research which information has to be given priority when and how the plan should be done in its preliminary stage. We should go through proper channel and get standard information. It is got through various tools. It is in the form of statistical and qualitative data.

Keeping in eyes the aims and objectives and tools the solutions of the problem are solved through questionnaire, interviews and observation method then it is analyzed.

i) Analysis of Teacher's Questionnaires

To ensure whether this competencies has been brought into the existing curriculum and have developed the corresponding skills during the teaching – learning method by the D.Ed. teachers has been operated in their teaching.

The different D.Ed. colleges in Solapur district have been utilised for data. The questions are as follows:

I) CONTEXTUAL COMPETENCY

- 1) Whether any programmes are conducted in your area for removing illiteracy ?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	30	88.23
2)	No	04	11.77
	Total	34	100.00

It is clear from the above table that the percentage of positive answer is 88.23 % and negative answer is 11.77%. It shows that teacher plays an important role of Governments affective an important activity of literacy programme.

- 2) Whether the information about fulfilling the value of secularism is given through the curriculum to student-teachers ?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	34	100.00
2)	No	-	-
	Total	34	100.00

Table shows positive response to aforesaid question and the role played by teacher is fully capable in fulfilling the objective of secularism.

3) Which programmes are conducted during the training period from the point of inculcating the religious equality and religious tolerance value in student-teachers?

S.N.	Alternatives	Respondents	Percentage
1)	Various celebration of Jayantis	01	2.94
2)	Various celebration of state festivals	00	00.00
3)	Celebration of National festivals	15	44.11
4)	Celebration of Birth and Death anniversary of saints	00	00.00
5)	Above all	18	52.95
		34	100.00

The importance of values of religion tolerance and religious equality should be understood through various activities. This table shows satisfactorily the celebration of birth and death anniversaries of leaders and National festivals i.e. 52.95 %.

- 4) Whether any special programmes are conducted for inculcating the religious tolerance value?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	32	94.11
2)	No	02	05.89
	Total	34	100.00

The response to this question is positive and good that is 94.11 %. The value of religious tolerance is must but it is being inculcating through various activities. This is really a good thing to see.

- 5) Whether Annual plan of curriculum is done for student-teachers?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	34	100.00
2)	No	-	-
	Total	34	100.00

Planning means fulfilling the objectives with in specific period and in easy way. The positive response to above question is 100 %. This shows that planning is done successfully which is essential.

6) A) Which problems are made aware to student-teacher through curriculum through surrounding environment.

S.N.	Alternatives	Respondent	Percentage
1)	Social area	00	00.00
2)	Economical area	00	00.00
3)	Religious area	00	00.00
4)	Political area	00	00.00
5)	Educational area	34	100.00
		34	100.00

We see that we always come in contact with parents, citizen, political leaders in our environment, from where we learn many things knowingly and unknowingly, within limited time the positive response to this question is 100 %.

6) B) Do you feel that any area from the above said problems is neglected?

S.N	Alternatives	Respondent	Percentage
1)	Social area	05	14.71
2)	Economical area	05	14.71
3)	Religious area	01	02.94
4)	Political area	03	08.83
5)	Educational area	20	58.81
		34	100.00

From above table the positive response towards educational area is 58.81 %. It is better to avoid political interference in education—
there is need to pay some attention towards education from society.

7) While preparing the annual plan whether there is induction of competencies essential skills?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	30	88.23
2)	No	04	11.77
	Total	34	100.00

Only Intellectual development is one way development therefore there is need to include skills and competencies in curriculum while planning. The positive response to above questions i.e. 88.23 %.

The negative response is 11.77%, which is rather important from point of respondent.

7) Whether you arrange some remedial programmes for student teachers after completing one year training?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	29	85.29
2)	No	05	14.71
	Total	34	100.00

At least minimum competencies should develop in students before going to second year training course for that purpose some remedial programme is given in 1st year course to develop the skills. From above it is clear that the student teacher is trained and the response is satisfactory.

8) Whether the student teachers are made aware about the problems stagnation and drop-out problem in your surrounding area ?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	31	91.17
2)	No	03	08.83
	Total	34	100.00

Stagnation and Drop-out is present buring problem, this problem should be known to student teahcers. According to researcher the positive response from the table is 91.17% which is good.

9) Whether any programmes are conducted by student to remove the stagnation and drop-out problem?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	25	73.53
2)	No	09	26.47
	Total	34	100.00

Only information about stagnation and drop-out is not sufficient practically. It should be solved and worked out.

Researcher found that the response is better in implementing this buring problem i.e. 73.53%.

9) Whether the student- teachers are informed about various committees appointed before independence and post independence era for educational progress?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	33	97.05
2)	No	01	2.95
	Total	34	100.00

After accepting the teaching profession the teacher must be aware about the education history. The researcher's view in asking the question about various commissions appointed was to know how the progress in education takes place. The response is good that is 97.05 %.

10) Which of the following committee do you feel important / effective appointed pre-independence and post independence era for educational progress?

S.N.	Alternatives	Respondent	Percentage
1)	<u>Murlidhar</u> Commission (1954-55)	01	2.94
2)	Kothari Commission (1964-65)	12	34.29
3)	National Educational policy (1986)	21	61.77
		34	100.00

The various educational commissions are appointed for making the education more effective than previous one. According to the respondents the most effective policy is National Education Policy (1986) i.e. 61.77%.

11) Whether you have made change in time-table for the acceptance of play way method?

Sr.No.	Alternative	Respondent	Percentage
1)	Yes	29	85.29
2)	No	05	14.71
	Total	34	100.00

While making the timetable the researcher paid attention at fulfilling the objectives and subject which should be included in the time table about new play way method the response from above table is good i.e. 85.29%.

12) From which of the following media the information about educational officer and their work is given to student teachers ?

Sr.No.	Alternatives	Respondent	Percentage
1)	Official Visit	13	38.23
2)	Through written documents	21	61.77
	Total	34	100.00

As we knew the written material is very useful for getting information, therefore the utility of written document is more. The response to the question, is satisfactory i.e. 61.77%.

13) Which of the following day is celebrated for understanding the important place of a teacher ?

S.N.	Alternative	Respondent	Percentage
1)	14 th Nov. Children's day	-	00
2)	2 nd Oct. Gandhi Jayanti	-	00
3)	5 th Sept. Teacher's day	-	100.00
		34	100.00

Teacher plays a key role in all round development of child. From above question the positive response is outstanding i.e. 100 %. Hence it shows that the importance of this day.

14) Which programmes are included in the curriculum to develop the scientific attitude?

S.N.	Alternatives	Respondent	Percentage
1)	Science Clubs	10	21.41
2)	Science exhibition	-	00.00
3)	Exhibition of science equipment	-	00.00
4)	Information of scientific equipment	-	00.00
5)	Participation in Practical work	24	70.59
	Total	34	100.00

Universalization of education is that much only equivalent to scientific attitude. As it is one of the objective of 10 core units of National Education Policy 1986.

The above table shows unsatisfactory.

15) Which programmes are included in competencies based curriculum to remove unemployment?

S.N.	Alternatives	Respondent	Percentage
1)	Vocational Guidance camps	06	17.65
2)	Lectures on vocational guidance	09	26.47
3)	Information of earn & learn schemes	12	35.29
4)	Information of Daily wages schemes	07	20.59
	Total	34	100.00

Unemployment is main obstacle to economic development.

The student teacher must be aware of these various schemes. The response to above questions is better i.e. 38.29%, 26.47 %, 20.59 %, 17.65 % respectively.

16)Is Competency based curriculum useful to remove unemployment problem?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	31	91.17
2)	No	03	8.83
	Total	34	100.00

Now days we are facing the unemployment problem. There is necessity of job oriented curriculum to minimize this problem. The present competency based D.Ed. curriculum fulfills such needs. The positive response is good. I.e. 91.71 %.

II) CONCEPTUAL COMPETENCY

- 1) Do you agree with the present D.Ed. curriculum, which introduces the different stages of child development process?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	32	94.11
2)	No	02	5.89
	Total	34	100.00

To study physiological bias student teacher must know the different stages of child Development process.

Regarding this idea the response is very good and the purpose behind this question is also fulfilled, i.e. 94.11 %.

- 2) Whether the D.Ed. curriculum stresses more in motivating the thinking process and problem solving skills ?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	31	91.17
2)	No	03	8.83
	Total	34	100.00

The above table shows that Training Techniques for improving thinking process and problem solving skills is good, i.e. 91.17 %

2 a) If the response is yes, write paper no. in which it is frequently and maximum?

Sr.No.	Alternatives	Respondent	Percentage
1)	Paper I	11	32.35
2)	Paper II	11	32.35
3)	Paper III	03	08.83
4)	Paper IV	02	05.88
5)	Paper V	07	20.59
	Total	34	100.00

The above table shows that the first and second table response is 32.35%, third is 8.83 %, fourth 5.88 % and fifth is 20.59%.

According to responses it is given blindly i.e. without thinking in which paper it comes.

2 b) Is any chance given in practical work to develop these skills ?

Sr No.	Alternatives	Respondent	Percentage
1)	Yes	33	97.05
2)	No	01	2.95
	Total	34	100.00

The above table shows that the student teacher has been given the acquisition to achieve and develop this skills through experimental work the response is positive and it is 97.05 %

3) D.Ed. curriculum introduces the different stages of all round development of child, which of the following area is in it.

Sr.No.	Alternatives	Respondent	Percentage
1)	Physical Development	-	00.00
2)	Intellectual Development	10	29.41
	Mental Development	-	-
	Social Development	24	70.59
	Total	34	100.00

Teacher plays the role of gardener and knows the various dimensions and aspects in making the child fully developed. As per the response, physical and mental development is completely neglected the other intellectual and social development are only considered.

4) Which factors are included in curriculum to impact learning process ?

Sr.No.	Alternatives	Respondent	Percentage
1)	Motivation	02	5.89
2)	Memory	-	-
3)	Attention	28	82.35
4)	Interest	04	11.76
5)	Aptitude	-	-
	Total	34	100.00

To make learning process effective the aforesaid factors are necessary. Without these factors the learning process is incomplete. But even though the response is uncertain. Memory & Aptitude factors are completely neglected.

5) Whether the curriculum includes the factors depicting historical background of education?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	34	100.00
2)	No	00	00
	Total	34	100.00

To know depth of respective subjects it is necessary to know the historical background. The response is outstanding i.e. 100 %.

5 a) Do you think the information provided is sufficient?

Sr.No.	Alternatives	Respondent	Percentage
1)	Yes	24	70.59
2)	No	10	29.41
	Total	34	100.00

Historical report of education is important to know the past and present system of education. The above respondents shows satisfactory. I.e. 70.59% and negative response is 29.41 %.

6) What is your view regarding the necessary factors includes in curriculum about historical background of education?

Sr.No.	Alternatives	Respondent	Percentage
1)	Necessary	30	88.23
2)	Not Necessary	04	11.77
	Total	34	100.00

The acquiring new knowledge there is needs the previous knowledge. During the teacher training, there is necessity of historical background. The positive response is 88.23 % and negative is 11.77 %.

7) Which study cases of women are included in the curriculum who achieved their social status through education overcoming environmental barriers?

S.N.	Alternatives	Respondents	Percentage
1)	Savitribai Phule	29	85.29
2)	Laxmibai Bhaurao Patil	05	14.71
3)	Sarojini Naidu	-	-
4)	Bhagini Nivedita	-	-
	Total	34	100

In Indian society the Indian women education is neglected by the society but the above table shows that inspite of environmental barriers those women have achieved the social status at the beginning of social development.

The response is good i.e. 85.29 % and 14.71% respectively.

8) Give the names of Indian social reformers who used "Education as an instrument of social changes" ?

S.N.	Alternatives	Respondents	Percentage
1)	Mahatma Gandhi	13	38.23
2)	Mahatma Jotiba Phule	17	50.00
3)	Dr. Sarvapalli Radhakrishnan	04	11.77
	Total	34	100

Many social reformers are born in India. But speaking about Maharashtra first and foremost name which stricken Mahatma Phule. The table shows positive response and i.e. 50 %, 38.23 % and 11.77 % respectively.

9) Name the Western Educationists ?

S.N.	Alternative	Respondents	Percentage
1)	John Dewey	24	70.58
2)	Madam Montessori	05	14.71
3)	Rouesseau	05	14.71
	Total	34	100

For education, Philosophical approaches are necessary.

These western educationists have given their invaluable contribution in the field of education. Among them the noted are John Dewey, Madam Montessori, and Rousseau and as per the table response is 70.58 %, 14.71 % and 14.71 % respectively.

10) State the units in the curriculum and the role of education from the point of view in the development of manual orientation?

S.N.	Alternatives	Respondents	Percentage
1)	Wood-work, Repair of Domestic Appliances	-	-
2)	Embroidery, Tailoring, appliances	30	88.23
3)	Book-Binding	03	8.82
4)	Preparation of Ink, Chalk, Tooth-powder	-	-
5)	Knitting	01	2.95
	Total	34	100

To remove the gap between education and livelihood it is necessary to know the information of such sources like Embroidery, Tailoring, Book-Binding, Knitting and response is 88.23 %, 08.82 % and 29.5 % respectively.

11) How do you give the information about various Government schemes student-teacher about socially, economically, linguistically and culturally backward students ?

S.N.	Alternative	Respondants	Percentage
1)	Information through written documents	22	64.71
2)	Visiting Government Offices	12	35.29
	Total	34	100

By providing written material to student-teacher about various Government schemes is essential as these student-teacher has to teach the primary schools.

From the above table the response is satisfactory.

III) CONTENT COMPETENCY

- 1) The present curriculum gives the complete information to student-teacher about objective, content, method and evaluation, To what extent do you agree with this statement?

S.N.	Alternative	Response	Percentage
1)	Wholly agreed	17	50
2)	Partly agreed	17	50
3)	Not agreed	-	-
	Total	34	100

The competency-based curriculum must achieve 100 % in all respect i.e. objective, content, method and evaluation the response given is 50 % still it is in initial stage.

- 2) Is every subject in D.Ed. curriculum analyzed in content, event, concept and principles?

Sr.No.	Alternatives	Response	Percentage
1)	Yes	27	79.41
2)	No	07	20.89
	Total	34	100.00

While preparing curriculum stress is given on content, concept principle and event of each subject so that analysis can be made in teaching, learning process and correlate it with relevant competence. The above response is good i.e. 79.41 % and negative is 20.59 %.

- 3) Suggest the following solutions in chronological order to keep abreast with new information to develop good habits ?

Sr.No.	Alternative	Response	Percentage
1)	Through reading	25	73.53
2)	Discussion with colleagues	-	-
3)	Discussion with experts	09	26.47
4)	Other than above	-	-
	Total	34	100.00

New concepts like globalization and modernization has to be fulfilled. The student teachers should understand this new concept and develop good habit of keeping himself/herself abreast with new knowledge.

The response is good i.e. 73.53 %.

4) Whether the concept is organized to remove the gap between related curriculum and textbooks ?

Sr.No.	Alternative	Respondent	Percentage
1)	Yes	25	73.53
2)	No	09	26.57
	Total	34	100.00

The student has to collect the required content from other sources to bridge the gap between the syllabi and textual material.

The positive response is 73.53 %.

- 5) Whether there is provision in curriculum for understanding the inter-relation between the main concept and sub concept with various ways and selected material?

Sr.No.	Alternative	Respondent	Percentage
1)	Yes	28	82.35
2)	No	06	17.65
	Total	34	100.00

The above response i.e. 82.35% shows that there is provision for understanding the main concept and sub-concepts with multiple learning material.

IV) TRANSACTIONAL COMPETENCY

- 1) Whether any planning is made in curriculum to reach to the level of achieving mastery in learning?

Sr.No.	Alternatives	Response	Percentage
1)	Through Written Exam	31	70.59
2)	Through Oral Exam	10	29.41
3)	Through Practical Exam	-	-
	Total	34	100.00

The evaluation is mostly done through written exams. As D.Ed. colleges are Professional colleges as per the above table there is less weightage to practical exam as compared to written exam..

- 2) Whether there are units in curriculum regarding the participation of students in teaching-learning process?

Sr.No.	Alternatives	Response	Percentage
1)	Yes	32	94.11
2)	No	02	05.89
	Total	34	100.00

The response from above table is very good. The student teacher acquaints himself / herself with teaching and learning process.

2 a) If the answer is yes, name the units?

S.N.	Alternatives	Response	Percentage
1)	Learning Theories	21	61.77
2)	Memory forgetting motivation & Attention	9	26.47
3)	Case-study	-	-
4)	Individual differences	4	11.76
5)	Fatigue	-	-
6)	Habits Aptitude and interest	-	-
	Total	34	100.00

Psychological aspects should be known to primary teacher as she/he has to handle children of different grades in the same classroom.

The response shown in the table is satisfied.

- 3) Is there realization of importance of co-relation between the content, methodology an unit plan through curriculum?

Sr.No.	Alternative	Response	Percentage
1)	Yes	33	97.05
2)	No	01	02.95
	Total	34	100.00

Teaching is a process, which is carried in three stages planning, teaching-learning and evaluation process. The table shows very good response i.e. 97.05. This shows the importance of co-relation.

- 4) "There should be interaction between student and teacher during teaching." Is the statement true or false?

Sr.No.	Alternative	Response	Percentage
1)	True	33	97.05
2)	False	01	02.95
	Total	34	100.00

Without communication the teaching-learning process is meaning less so to make this process-meaningful there must be interaction between teacher and students.

The above response is good i.e. 97.05 %.

5) Whether the student teacher gets opportunity for improvement the teaching skills through training and feedback with group.

Sr.No.	Alternative	Response	Percentage
1)	Yes	34	100.00
2)	No	-	-
	Total	34	100.00

Feedback is essential for diagnosis of the weakness and strengthen the teaching is learning process.

The above response shown 100 % through which student-teacher develops the skill and importance.

6) Is there necessity of practice teaching in teacher training?

Sr.No.	Alternative	Response	Percentage
1)	Yes	32	94.11
2)	No	02	05.89
	Total	34	100.00

It is mightily said, "Practice makes man perfect". So there is need of practice in practice lesson. The table shows positive response i.e. 94.11%

6) a) In which way the practice lesson programme is carried on ?

Sr.No.	Alternative	Response	Percentage
1)	One lesson per week	29	85.29
2)	All lessons in one month	-	-
3)	Both practice	08	14.71
	Total	34	100.00

In training there is need of gradual practice lesson so as to develop the teaching skills. The above response is good i.e. 85.29 %.

V) COMPETENCIES RELATED TO OTHER EDUCATIONAL ACTIVITIES

- 1) Whether the student teachers are given the awareness of full filling the educational objectives from co-curricular activities during the training period?

Sr.No.	Alternative	Response	Percentage
1)	Yes	34	100.00
2)	No	-	-
	Total	34	100.00

Co-curricular activities are must for the student teachers for all round development.

The above table shows good response i.e. 100% for fulfilling the educational objectives through co-curricular activities.

- 1 a) If the answer is yes then which are the educational objectives ?

Sr.No.	Alternative	Response	Percentage
1)	Physical development of child	02	05.89
2)	Psychomotor development of child	32	94.11
	Total	34	100.00

There are number of objectives. But from them psychomotor development is main and the response shown from above table is good i.e. 94.11%.

2) In the yearly plan for fulfilling the educational objectives various programmes are to be set up, whether any attempts are made to know the importance of these to student teachers ?

Sr.No.	Alternative	Response	Percentage
1)	Yes	34	100.00
2)	No	-	-
	Total	34	100.00

The student teacher should acquire skills and competencies in planning and executing all additional activities as they maintain various competencies the student teacher to develop a teacher the response is shown above is good i.e.100%.

(2A) If the answer is yes what programmes are arranged to fulfilling such educational objectives?

Sr.No.	Alternative	Response	Percentage
1)	Moral education	30	88.23
2)	Population education	04	11.77
3)	Physical education	...	.....
Total		34	100.00

Human values imbibed by children naturally and spontaneously. The student teacher should be made aware of moral, population & physical education.

Both the above tables show that the physical education is completely neglected. Which is must for all round development the response for moral education is good i.e. 88.23%.

- 3) The curriculum should include ----, ---- & ---- for the all round development and to know importance of this development. (Values, Good habits, attitudes & skills). Fill with appropriate words.

Sr.No.	Alternative	Response	Percentage
1)	Values	30	88.23
2)	Good habits	...	.....
3)	Attitudes	....	.....
4)	Skills	04	11.77
	Total	34	100.00

There are number of traits which are necessary for personality development researcher gives here some of them and response for traits is 88.23% and for skill 11.77%.

- (4) Whether the student teachers are instructed, in planning different activities in annual plan ?

Sr.No.	Alternative	Response	Percentage
1)	Yes	34	100.00
2)	No	...	...
	Total	34	100.00

Student teacher should understand the importance of learning by doing and information of about framing the yearly plan.

The response is 100%, which is very good.

(4A) If the answer is yes, which are such programmes ? In which students are participated?

Sr.No.	Alternative	Response	Percentage
1)	Block Teaching	08	23.53
2)	Work experience	22	64.70
3)	Cultural activities	04	11.77
4)	Field Trips	...	...
	Total	34	100.00

For directing learning through experiences field trip programmes are essential but above table show completely negligence to field trips.

(5) Give the preference order of the following for social binding and social contacts and social work in a year?

S.N.	Alternatives	Response	Percentage
1)	Social service camps	10	24.41
2)	Participation in various social center programmes	05	14.71
3)	Blood donation, Literacy, Aid awareness programmes.	06	17.65
4)	Lectures of social worker	06	17.65
5)	Social bindings	07	20.58
	Total	34	100.00

The table shows that the student teachers have awareness of such all social activities which are good.

(6) Make a [✓] mark in front of the following activities conducted in the colleges in a year for psychomotor development.

Sr.No.	Alternative	Response	Percentage
1)	Shramadan camp	32	94.12
2)	Tree plantation	02	05.88
3)	Field trips	...	...
4)	Polio vaccination	...	...
	Total	34	100.00

From the table, first two options are considered but other two are neglected.

(7) Which programmes are carried out in whole year to know the special qualities of student teachers and develop their personality during the training.

Sr.No.	Alternatives	Response	Percentage
1)	Variety entertainment programmes	14	41.17
2)	Work shops	19	55.89
3)	Camps	01	02.94
4)	Lectures of Experts	...	....
5)	Visits to Standard schools	....	....
6)	Micro- teaching	....	....
7)	Team-teaching	...	....
	Total	34	100.00

Given options are mixed but the table shows negligence for specially important teacher component development. Response is totally null for lectures of experts, visit to standard schools, micro-teaching, and team-teaching.

ii) ANALYSIS OF PRINCIPAL'S INTERVIEW SCHEDULE

- 1) Which are the problems arising during the implementation of norms given by NCTE?

S.N.	Alternatives	Response	Percentage
1)	Financial problems and qualified staff	10	71.42
2)	Sufficient facilities of laboratory, library, building and other problems.	04	28.58
	Total	14	100.00

Professional colleges should be well equipped with qualified staff, laboratory, library and building, but the above table shows that there is shorter financial and qualified staff, and as we see that qualified staff is must for quality education the % age is 71.42.

- 2) Whether you agree with the view that the norms given by NCTE are "Highly Impossible" in implementing?

Sr.No.	Alternative	Response	Percentage
1)	Yes	02	14.28
2)	No	12	85.72
	Total	14	100.00

The National council for Teacher Education has been vested with statutory authority to take all such steps as it may think fit for ensuring planned and co-ordinated development of teacher education.

The above table shows that the norms given by NCTE are not highly impossible in implementing. The % is 85.72.

3) Do any problems arise while following the norms of NCTE regarding the selection of college lectures?

Sr.No.	Alternative	Response	Percentage
1)	Yes	13	96.86
2)	No	01	07.14
	Total	14	100.00

Suggested teacher student ratio is 1:12. The principal is counted as an additional teacher. Teacher should be so selected that there should be at least one teacher with knowledge of the subject content and its Methodology in subject.

The table shows that it is impossible regarding the selection of colleges' lectures i.e.92.86%

3)A) Write problems other than these. If any?

S.N.	Alternative	Response	Percentage
1)	Qualified staff	07	50.00
2)	Financial problems	05	35.72
3)	Regarding funds, building, library facilities etc.	02	14.28
Total		14	100.00

The table shows in appointment of qualified staff i.e.50.00% specially in non-granted college there is shortage of qualified staff and other problems of funds, building and library etc.

3)B) if answer is Yes write the arising problems/ obstacle?

Sr.No.	Alternative	Response	Percentage
1)	Shortage of qualified staff	11	78.58
2)	Eco. Problems unable to bear	03	21.42
Total		14	100.00

The responses shown in the table i.e.78.58% is about shortage of experience and qualified staff which is must for the professional colleges i.e. teacher education.

- 4) To improve the level of the education, NCTE has given some guiding principles, the aim of Government is achieved. What is your view regarding this?

Sr.No.	Alternative	Response	Percentage
1)	Scheme is effective	14	100.00
2)	Scheme is ineffective	...	....
	Total	14	100.00

New scheme are started to remove the short comings and new challenges to be faced in the twenty-first century and to make education more meaning ful for quality schooling through the medium to teacher education.

The response shown is outstanding i.e.100%

- 5) Are the selection of your college teacher/lectures done according to NCTE norms?

Sr.No.	Alternative	Response	Percentage
1)	Yes	07	50.00
2)	No	07	50.00
	Total	14	100.00

The response shown is 50% positive and 50% negative, in selecting the lectures according to NCTE norms.

- 6) Whether the teachers who are already in-service are introduced with the curriculum of NCTE criteria?

Sr.No.	Alternative	Response	Percentage
1)	Yes	10	71.42
2)	No	04	28.58
	Total	14	100.00

Any new schemes before implementing should be introduced to in service teacher to know the norms and standards.

The response shown is 71.42%, which is satisfactory.

6)A) If yes, Whether they have given training or no?

Sr.No.	Alternative	Response	Percentage
1)	Yes	07	50.00
2)	No	07	50.00
	Total	14	100.00

The response shown is 50% positive and 50% negative in giving this new training of NCTE guidelines.

7) NCTE has given the minimum eligibility criteria during the admission of student teacher, whether you have fulfilled or no?

Sr.No.	Alternative	Response	Percentage
1)	Yes	14	100.00
2)	No	....
	Total	14	100.00

To lay down norms for any specified category of courses or training in teacher education, including minimum eligibility criteria for admission there of, and the method of selection of candidates, duration of the course.

The response shown is good i.e. 100%.

8) Whether you are fulfilling the NCTE criteria regarding the surrounding and buildings?

Sr.No.	Alternative	Response	Percentage
1)	Yes	13	92.86
2)	No	01	07.14
	Total	14	100.00

The minimum essential space required for an elementary teacher education institution represents administrative wing, academic wing, and play grounds.

The response shown is good i.e. 92.86%.

9) Do you agree whether there will be increase in the quality/ merit of trained student teacher by following the NCTE norms and standards?

Sr.No.	Alternative	Response	Percentage
1)	Yes	14	100.00
2)	No	...	...
	Total	14	100.00

The above table shows 100% response for increase quality education in teacher education and it is good.

10) Which are the norms given by the affiliation committee of NCTE?

S.N.	Alternatives	Response	Percentage
1)	Appointment of staff	02	14.28
2)	Facility of library and laboratory	08	57.14
3)	Problems about Hostel building and quarters.	04	28.58
	Total	14	100.00

Every committees have norms and regulation to be followed for grant affiliation to the institution, where recognition has been granted.

So the table shows about appointment of staff i.e.14.28%, facility of library and lab. i.e.57.14% and about hostel, building and qualities is 28.58% respectively.

11)In which of the following do NCTE norms are difficult in implementing?

S.N.	Alternative	Response	Percentage
1)	Qualification of teacher	04	28.58
2)	Admission	...	...
3)	Building and educational facilities	10	71.42
	Total	14	100.00

Every institution should be provided with qualified staff, building, library, laboratory etc. the response shown in the table for implementat ng the norms of NCTE is 71.42%.

12)Whether the D.Ed curriculum is prepared according to the guiding principles of NCTE?

Sr.No.	Alternative	Response	Percentage
1)	Yes	07	50.00
2)	No	07	50.00
	Total	14	100.00

The response shown from the table is 50% positive and 50% negative for present D.Ed. curriculum is restructured by the guiding principles.

13)Whether the booklets, circulars, written material provided by NCTE are present in your college or no?

Sr.No.	Alternative	Response	Percentage
1)	Yes	12	85.72
2)	No	02	14.28
	Total	14	100.00

Every institution is provided notice of any change or instruction to be followed, norms, regulation etc through written circulars, booklets etc.

The response shown is positive i.e. 85.72%.

iii) ANALYSIS OF EXPERTS INTERVIEW SCHEDULE

- 1) According to NCTE norms the duration of training should be of 2 years only ? Give your opinion.

S.N.	Alternative	Response	Percentage
1)	Duration of training of 2 years	08	80.00
2)	Duration of training of 1 year is enough	02	20.00
3)	Duration of training should be more than 2 years	-	-
	Total	10	100.00

The table shows positive response i.e. 80.00% that is the duration of training is sufficient for a teacher training.

- 2) Is it difficult to follow the NCTE norms in a developing country like India?

Sr.No.	Alternative	Response	Percentage
1)	Yes	03	30.00
2)	No	07	70.00
	Total	10	100.00

The Government of India by Act 73 of 1993 established NCTE with a view to achieve plan and coordinated development and teacher education system throughout the country, so the table shows that it is not difficult to follow NCTE norms i.e. 70.00%.

- 3) Whether the curriculum is flexible to be changed according to norms after the limitation of place/period?

Sr.No.	Alternative	Response	Percentage
1)	Yes	08	80.00
2)	No	02	20.00
	Total	10	100.00

The response from the table shows positive and good i.e. 80.00% about the curriculum is flexible.

4) NCTE has laid some guideline principles to improve primary education.

Whether these principles are fulfilled?

Sr.No.	Alternative	Response	Percentage
1)	Aim is fulfilled	06	60.00
2)	Aim is not fulfilled	04	40.00
	Total	10	100.00

The table shows that 60.00%, the efforts of NCTE in fulfilling the aim of improving the standard of primary education is yet not obtained completely.

5) Where any programmes are arranged to acquaints with NCTE's norms?

Sr.No.	Alternative	Response	Percentage
1)	Yes	03	30.00
2)	No	07	70.00
	Total	10	100.00

Most of the information is given through written documents, but there is no other special programmes arranged the table shows 70 %.

6) Whether any training scheme was conducted for giving the teacher training ?

Sr.No.	Alternative	Response	Percentage
1)	Yes	04	85.72
2)	No	06	14.28
	Total	10	100.00

For implementing any new scheme the training and information about this new scheme is essential the table shows only 40 %.

For positive response and training were not conducted shows 60%.

7) How far is training scheme succeeded ?

Sr.No.	Alternative	Response	Percentage
1)	Unsatisfactory	07	70.00
2)	Satisfactory	03	30.00
	Total	10	100.00

As this scheme is still new one, still proper information of this scheme is not reach to every teacher, the negative response is 70.00%.

8) Whether any special efforts are made by NCTE to develop the student's personality?

Sr.No.	Alternative	Response	Percentage
1)	Yes	06	60.00
2)	No	04	40.00
	Total	10	100.00

The table shows 60.00% that special efforts are taken by NCTE to develop the student's personality.

9) Whether the D.Ed. colleges are provided pre-information about NCTE's written material?

Sr.No.	Alternative	Response	Percentage
1)	Yes	07	70.00
2)	No	03	30.00
	Total	10	100.00

The response shows 70.00 % information of NCTE is given to every D.Ed. College before only.

10) Whether there is equal importance given to competency and experience regarding teacher's selection?

Sr.No.	Alternative	Response	Percentage
1)	Yes	06	60.00
2)	No	04	40.00
	Total	10	100.00

The response shown is 60.00 % the criteria of appointment of the teachers are fixed.

11) Whether the teachers are provided with the facility to evaluate student's competencies?

Sr.No.	Alternative	Response	Percentage
1)	Yes	5	50.00
2)	No	5	50.00
	Total	10	100.00

Meritorious teacher will definitely have effect on the students so they should be given the credit the response is 50.00 % only.

12)Whether any norms or standards are fixed by NCTE for making in-service training effective ?

Sr.No.	Alternative	Response	Percentage
1)	Yes	08	80.00
2)	No	02	20.00
	Total	10	100.00

The table shows 80.00 % that the norms are fixed for in-service training.

13)Whether there is facility made for various competency evaluation of student teacher?

Sr.No.	Alternative	Response	Percentage
1)	Yes	07	70.00
2)	No	03	30.00
	Total	10	100.00

The table shows 70.00% that there is facility for evaluation of competencies.

14)After following the norms of NCTE the student teacher will become meritorious. What is your opinion?

Sr.No.	Alternative	Response	Percentage
1)	Yes	08	80.00
2)	No	02	20.00
	Total	10	100.00

Implementation of good schemes should be practically done during the training, naturally meritorious teacher is ready the table shows 80.00%.

4.5.0 REFERENCES

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