

SUMMARY, CONCLUSIONS AND
RECOMMENDATIONS

CHAPTER – V

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SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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CHAPTER – V

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1.0 SUMMARY AND NEED OF RESEARCH

In today's computer and Internet age vast knowledge is stored and provided. The competencies stated should be studied carefully and the teachers should gain good knowledge to make their teaching effective for the student teacher.

Change is the single element of progressive education. To be in touch with the trends in education positive attitude to change needs to be adopted when quantity increased quality decreases. There should be planned change, which will help in each and every aspect of curriculum. Many topics ought to be included in the curriculum from the guidelines given by the NCTE.

Educational custodians must realize the educational system and work and develop an effective and efficient system will develop quality education. The school needs to adopt new structure and bring forth to colleges. The curriculum should be modifying to the existing topics to suit the changing times.

More and more co-curricular activities should be taken that will help children to adopt better to the changing social scenario. Training the supervisor to adjust to the various changes.

A teacher should be helper, guide and source of inspiration for the student. If nurtured in the right environment then he or she can mould into good student teacher.

The concept of curriculum development has to be viewed all philosophical and psychological foundations on which curriculum is developed have to be restructured taking stock of the emerging dimensions. The curriculum has to accommodate a number of basic discipline and provide learner friendly inputs.

If new skills and technological literacy are not high on the agenda there is ever possibility we add to the technological illiteracy and a great divide may come into the life of the nation.

Equality, Liberty and Fraternity along with social justice are the basic values of our democracy. The teacher education must have a very clear perspective as to what these values mean in the life.

The teacher education curriculum now has to prepare a professional for society which is going to face constant science and technological which is going to face constant science and technological advances that is going to cause the need to adopt and adopt to change.

The way to establish healthy relationship among individuals, family community nation and world at large is a very important question to be addressed by every professional as the world now is a global village in the real sense of the term.

The changed contest has created certain additional demands on the teacher of elementary school and has added certain roles to the teacher's profession. These demands have changed the earlier roles of the teacher as an instructor has to that of facilitator. Because of this existing problems faced in the field of education researcher have selected the subject "An Evaluation Of D.Ed. Curriculum In The Light Of NCTE Guidelines."

5.1.1 IMPORTANCE OF RESEARCH STUDY

- 1) This research will be helpful, useful as benefited to all educator, teachers, b.Ed. and D.Ed students, officers and administrators.
- 2) It acts as an advisory to the Government on all matters concerning teacher's education.
- 3) It also advises the state government for any matter referred to it and ensuring adequate standard in teacher's education.
- 4) It also revives the progress of planned schemes to both central and state concerning teacher's education.

- 5) The competency-based education has already started in Solapur from 1997 for the primary teachers. The syllabus must be changed accordingly. It must be competency based and D.Ed. syllabus must be changed according to this new dimension.

If the teachers know what they are actually doing regarding this competency based education and what they have to do will be better for them.

5.1.2 TITLE OF THE RESEARCH

“An Evaluation Of D.Ed. Curriculum In The Light Of NCTE Guidelines”

5.1.3 OBJECTIVES OF THE RESEARCH

- 1) To analyze D.Ed. syllabus, textbooks, question papers and the lesson notes of D.Ed. students.
- 2) To analyze the implementation process.
- 3) To suggest the changes and shortcoming in the present D.Ed. syllabus in the light of five competency areas.

5.1.4 SCOPE AND LIMITATIONS OF THE RESEARCH

This research is related to all D.Ed. colleges in Solapur district. It will be useful to the educationalist who will frame the new

syllabus of D.Ed. college which will be useful to all. Other districts or states might refer this research while framing their D.Ed. course.

The research work is restricted to D.Ed. colleges in Solapur district only. This work is limited to the first 5 competency areas. The researcher will not consider the commitment and performance area.

5.1.5 REVIEW OF RELATED RESEARCHES

The researcher has studied and revive the study of following :

- a) National survey of teacher education at elementary level.
- b) A study of innovations in teacher training institutions.
- c) A critical evaluation of curriculum for teacher education at B.Ed. level in Punjab.
- d) A study into the development of teacher competencies of B.Ed. students, teachers in the training college of Rajasthan.
- e) An evaluation of new B.Ed. Curriculum in colleges of education affiliated to the University of Bombay.
- f) A competency based program in teacher education curriculum in Madras.

5.1.6 METHODS AND TOOLS OF RESEARCH

DESCRIPTIVE SURVEY :

This research will be conducted by descriptive method.

- 1) D.Ed. syllabus, textbooks, question papers, lesson notes will be thoroughly analyzed.
- 2) Reputed D.Ed. colleges all over Solapur district will be visited and interviewed.
- 3) On observation matrix will be prepared and used for observation of their lesson.
- 4) Ten experts from this area will also be interviewed.

This work will be conducted by descriptive and documentary analysis method.

- a) Questionnaire to all D.Ed. College teacher in Solapur district.
- b) Interview: Seventeen colleges' principal from Solapur District and ten experts will be interviewed.
- c) Observation Matrix : Two lessons of senior most teachers were observed.

5.1.7 STATISTICAL USE

We have used the statistical method to get tabular form of percentage.

The researcher has used questionnaire, personal interview and observation and through these techniques collected the statistical data and information which further is analyzed and recommendation are given.

5.2.0 CONCLUSIONS FROM TEACHER'S QUESTIONNAIRE

After analyzing the research through questionnaire, personal interview and observation of the data, the researcher has come to the conclusion about the five competencies.

1) CONTEXTUAL COMPETENCY

- a) The percentage of progress of literacy undertaken through various activities was 88.23 % and negatively 11.77 %.
- b) The table showing the response of the values to be inculcated in the student teacher is 100 %.
- c) Treating of religious, equal and religious tolerance, these two values show the response positively 52.95 and negatively 47.
- d) Through various and extra curricular activities the response of the value of religious tolerance shows 94.11 %.

- e) The syllabus planned for the whole year into different units for student teacher shows 100 %.
- f) The educational area has been given 100 % response.
- g) The student teacher must have knowledge of every area and make the education, a quality education.
- h) Development through skill that is on experience through hands should be stretched. The positive response is 88 %.
- i) Homework from the habit of daily study percentage of giving homework is 85 %.
- j) The student teacher should make aware of the problems like retention, stagnation and dropout etc. The response is 91 %.
- k) Stagnation and dropouts are the main reasons for drop-outs the various steps and measures should be taken for implementation. The existing environment is 74 %.
- l) The student teacher is made away of the commission and report prepared by the education department before independent and after independence. The response is 97 %.
- m) The national education policy of 1986 proved to be more useful, effective and helpful to develop change in education. The response in this commission is 62 %.

- n) The new play way method has been introduced to the students, teachers, the response is 85 %.
- o) The education officers are introduced to the student teacher through the written documents. The response is 62 %.
- p) To show the status of teacher in a society and it's importance we celebrate the teacher's day on 5th September, the Birthday of Radhakrishnan. The celebration takes place in every colleges & response is 100%.
- q) The student teacher should develop the spirit of scientific attitude practically. The response is 70%
- r) The student teacher is made aware of major problem of unemployment through various activities based on earn while learning through guest lecture on vocational guidance.
- s) The competency based education tries to minimize the problem of unemployment and the student teacher response is 91%

2) CONCEPTUAL COMPETENCY

1. The response of all colleges is 94% regarding the all round development

2. The positive response is 91%. The student teacher should know the educational implications with reference to physical mental social and cultural need of the child at different stages.
3. The teacher student are made to solve these problems in paper I & II.
4. The student teacher should develop the skill through experimental work. The response was 97%
5. Curricular and Co-curricular activities should be organised for achieving different skills.
6. The curriculum should look upon various factors like motivation, memory, interest attitude & aptitude. The response through attention is 82%.
7. The changes made in the concept of education are brought to the notice of student teacher.
8. Historical Report i.e. past and present system of education is given in brief for student teacher. The percentage is 71 %.
9. Merits and demerits of past and present education system and make changes in framing the curriculum.
10. Savitribai Phule was first female teacher who started school for girls in Pune. The response is 85 %.

11. Education changes the society was the opinion of many social reformers and Mahatma Jyotirao Phule and Mahatma Gandhi were the social reformers.
12. The western educationist have given their valuable contribution like John Dewey, Merry Montassari and Rousseau.
13. The scheme of earning while learning through needlework, embroidery, tailoring. These techniques of various skills are included in the curriculum.
14. Through written documents 65 % information is given to students who are linguistically or socially economical handicapped.

3) CONTENT COMPETENCY

- 1) 100 % response is not given to things like objectives, contents, methodologies of transaction and evaluation etc.
- 2) The student teacher has analyzed content of each subject int facts, concepts and principles. The response is 80 %.
- 3) The student teacher has given more information, through reading 74 % and discussion with experts 30 %.
- 4) The student teacher is able to compare the textual material and the topics in syllabus of different subject 100 %.

- 5) The student teacher must be able to bridge a gap between the syllabic and textual material 74 %.
- 6) The response is 82 % of the student teacher regarding different competencies subjects, syllabic and prepares a list of key concepts.

4) TRANSACTIONAL COMPETENCY

- 1) The student teachers are prepared to plan for bringing children to the mastery level through written exam 91 %.
- 2) The response of student teacher is 94 % and acquaints him as her with appropriate teaching aids and other teaching learning material.
- 3) Through learning thesis it is 62 % and through memory forgetting, motivation and attention is 27 %.
- 4) Teaching is concept to be conceived in three stages planning, teaching and learning process and evaluation. The positive response is 97 %.
- 5) The class teacher should communicate in an effective way between the student and education.
- 6) Feedback is essential for diagnosing the weakness and strength of teaching learning strategy.
- 7) The student teacher should try to observe and analyse the classroom behaviour with the help of psychological and sociological concepts.

- 8) The student teacher must prepare plan of lessons under conditions.

Practice makes man perfect. There is 94 % response.

- 9) Every weak and single lesson should be taken and observed of the workbook part or the notebook part. The response is 85 %.

5) COMPETENCY RELATED TO OTHER EDUCATIONAL ACTIVITIES

- 1) The response is 100 % regarding the convincing of co-workers about the importance of achieving educational activities.

- 2) 94 % response is shown of the child's Psychomotor development.

- 3) 100 % response is shown regarding the yearly planning and to fulfill various educational objectives they have to plan various programmes.

- 4) Important events and occasions in the life across the fields of national events, socio-cultural events is 82 %.

- 5) To achieve all round development through values is 88 %.

- 6) The participation is relevant programmes organized in the college the response is 100 %.

- 7) Through Shramdhan camps 94 % response. But nil response through field's trips and polio camps.

5.2.1 CONCLUSION FROM LESSON OBSERVATIONS OF D.Ed. TEACHERS

As the objective of the researcher is to find out the development of various competency-based approach is followed or not followed. For this purposes various subjects lessons of experienced teachers were observed. The findings were as follows :

Competencies	Contextual Competency	Conceptual Competency	Content	Transactional	Competencies related to other activities
Response	17	21	35	05	02
Percentage	44.73	55.26	92.10	13.15	05.26

The above data shows that the acquisition of specific competencies under different competency categories listed above a high degree of proficiency is essential. We see that content competency is satisfactory acquired in the curriculum. Rest all the competency has to be developed in more percentage.

i) Contextual Competency :

Only 44.73 % response was seen, which is very less, the curriculum must be fully familiar with the education systems, to develop

this competency they have to be alive to contexts like developmental activities, urbanization, unemployment, value inculcation, political dynamics, the growing impact of scientific and technological development etc. like these develop, in turn, relevant competencies and corresponding skills. The existing curriculum could be explored for such components as could be converted into competencies. The gap should be identified and filled by working out suitable measurement and developing workable strategies.

ii) Conceptual Competency :

The response is 55.26 %. It is equally essential to develop in the student teachers the right perspective in education that would enable them to receive new experiences meaningfully and in greater detail and depth concepts like globalisation, modernisation etc, have also tended to add many a new concepts which have to be clearly understood by the teachers to translate them effectively into the teaching-learning process. The teachers have to be constantly refreshed and reoriented in the context of the conceptual competencies to render them into meaningful learning experiences.

iii) Content competency :

The response is positive i.e. 92.10%. Still more topics based on content competency should be added in the curriculum. The student teachers must develop ability to analyze the existing curriculum content

and correlate it with relevant competencies. It could be an enlightening experience to utilize media intervention for a high level of content enrichment of the learning teaching process.

iv) Transactional competency :

The percentage of response is only 13.15 %, which is very poor. More stress and attention is required on this competency in the curriculum. In the competency based teaching learning process the subject content is used merely as a vehicle to achieve relevant identified competencies at the level of mastery. Which transacting curriculum content, the principles of psychology and societal aspects should be integrated and practiced. Variety of activities should be organized like story telling, games, field visits, celebration of national with a view to make teaching-learning process joyful and participatory. Appropriate teaching aids and other teaching learning material should be prepared as far as possible to strengthen the teaching-learning process in the curriculum.

v) Competencies related to other educational activities :

The response is negative it is hardly 05.26 % only. Special attention is required to develop this competency. The curricular activities are supposed to take care of the cognitive development of the children. Various educational activities such as Morning Prayer, celebration of national, social and cultural events, community life activities like gram-safai, Dramas, interaction of children with creative individuals who have

attained distinction in life, should be included in the curriculum, to develop a teacher as a community leader.

5.2.2 CONCLUSIONS FROM PRINCIPAL INTERVIEW SCHEDULE

- 1) The problems arising during the fulfillment of norms provided by NCTE are financial problems and qualified staff is 71.42 % and sufficient facilities of laboratory and library and building is 28.58 %.
- 2) In fulfilling the norms given by NCTE are not highly impossible is 85.72% and highly possible is 14.28 %.
- 3) While following norms of NCTE regarding the appointment of teachers there is difficult says 92.86 % and says no 7.14 %
- 3 a) Problems other than appointment are qualified and experience staff is 50.00 %, economical problem 35.72 % and other problems is 14.28 %
- 3 b) The problem more is for shortage of qualified staff i.e. 78.58 % and economic problem are unable to bear is 21.42 %.
- 4) The table shows 100 % to improve the level of primary education by following the NCTE norms and the aim of Government is achieved.
- 5) The appointment of teachers is done under the NCTE criteria is 50 % and it is not done is 50 %.

- 6) The teachers who are already in-service are introduced with curriculum of NCTE criteria is 71.42 % and are not introduced is 28.58%.
- 6 A) The teachers in-service have been provided the training the response is 50.00% and the no training is given is 50.00%.
- 7) The minimum qualification required by student for admission given by NCTE, the response is 100 %.
- 8) It was found that minimum essential space required for an elementary teacher education institution was in most of the colleges of Solapur district is 92.86 % and negatively response is 07.14 %.
- 9) By following the Norms of NCTE there is definite raise in the standards and quality of the student teacher the response is 100 %.
- 10) The affiliated Committee of NCTE has given / put some norms and standards they are appointment of staff is 14.28 %, library and laboratory facility is 57.14 % and other problems like hostel and quarters is 28.58 % respectively.
- 11) While following NCTE norms problem arises are of qualification of teacher is 28.58 % and building and educational facilities is 71.42 %.
- 12) The response shown positive and negative is 50 % for D.Ed. curriculum is prepared or framed by NCTE guidelines.

- 13) At the response is 85.72 % most of the colleges receive the notice, booklets and circulars in time of NCTE norms and standards, and negative is 14.28 %.

5.2.3 CONCLUSION FROM EXPERTS INTERVIEW SCHEDULE

- 1) The table shows that duration of training of 2 years is sufficient for a teacher training.
- 2) The response shown is that it is not too difficult to follow the NCTE norms for a developing country i.e. 70 %.
- 3) The response shows that the curriculum is flexible i.e. 80 %.
- 4) The table shows that the effort of NCTE in fulfilling the aim of improving the standard of primary education is yet not obtained wholly only 60 % is positive response.
- 5) The response shown is 70.00% that NCTE has not arranged any special programmes for giving the information.
- 6) The information of new scheme i.e. of NCTE has given through training is only 40%.
- 7) The new training of NCTE has not received to everyone and not succeeded to large extent shows only 30 %.
- 8) The table shows 60 % that no efforts are taken by NCTE to develop the student personality.

- 9) After publishing any new information or notices about NCTE it is given to every D.Ed. college before only the response is 70%.
- 10) The response shows that 60 % while appointing the teacher's merit is considered.
- 11) The response shows is 60 % that the effect of meritorious teacher on student teacher is not studied.
- 12) The table shows 80 % that Norms and standards are fixed for making in-service training effective.
- 13) The response shows that 70 % there is facility made for evaluation of competency and student teacher.
- 14) The response shown is 80 %. It can be said definitely that a merit teacher is ready.

5.3.0 RECOMMENDATIONS

After hypothesis the researcher recommends the following :

- 1) The major areas of elementary Teacher education such as students, staff, facilities and services programmers, administration should be in good proportion, which will ultimately result into good atmosphere.
- 2) The new scheme of NCTE should be followed practically 100 %, so that the aim of universalization of education and 'Quality Education' can be provided.

- 3) More effectiveness innovations in teacher education programme, curriculum methods of teaching and inservice education is essential in order to achieve advancements in socio-economic and other domains of life.
- 4) The present syllabus of D.Ed. needs strengthening and thus required special attention of the NCTE for the achievement of better and higher quality of life.
- 5) The teacher education must provide a systematic professional induction to all new teachers entering the teaching the teaching profession.
- 6) The teachers who are already in the job should be oriented through various orientation programmes, workshops, and seminars training so to raise the new professional needs.
- 7) Funds, facilities, new ideas, professional guidance support from educational department are needed specially for non-granted D.Ed. colleges.
- 8) The burden of theory should be reduced to 50 % and practical work should be increased accordingly, to prepare creative teacher and to ensure high proficiency.
- 9) Organization of specified co-curricular activities is needed for all round development of the students.

- 10) The curriculum of D.Ed. should provide flexibility it should be on competency based education, to achieve the minimum levels of learning. Present D.Ed. curriculum should be formulated under skills and abilities.
- 11) Evaluation method should be change according to new scheme.
- 12) Method master should observe practice lessons, the teachers should be a high degree of professional Qualities.
- 13) More stress on new topics is required to add to old syllabus to cover the competencies related to contextual, conceptual, content, transactional and competencies related to other educational activities.
- 14) There should be changes in theory and practical papers, lesson-notes, textbooks. It should be according to competency-based approach.
- 15) Textual materials need to be recast, according to this new dimension i.e. competency based approach. Motivational writings interwoven with project-orientation and problem solving approaches that take the learner closer to real life.
- 16) The implementation of norms and guidelines of NCTE is required seriously with an explicit aim of providing 'Quality Education for all'.

5.4.0 TOPICS FOR FURTHER RESEARCH

Any research open up new dimensions and new areas of research due to limitations and scope of the present study, several related questions remain unanswered. Such question or subject may be useful for further or future research.

- 1) The present study was deal with only first five competencies. Other competencies were not considered so research on remaining five competencies can be done.
- 2) In present study only one area i.e. competency is considered the other 2 area i.e. commitment and performance is not consider so research can be carried on this 2 area.
- 3) This research work is restricted only to Solapur district, the research can be carried for whole state.