

## Chapter - VI

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## **CHAPTER - VI**

### **SUMMARY, FINDINGS AND RECOMMENDATIONS**

### **FOR FURTHER RESEARCH**

#### **6.1. Introduction :**

Today's student-teachers will be teachers tomorrow and they will teach as they are taught today. Teachers help shape students by providing them with various teaching experience. In the B.Ed. Teacher Education Programme qualitative improvement in student-teachers is aimed at through both theoretical and related practical components. Most important is a deep and thorough knowledge of the subject and the concepts included in it based on which appropriate teaching methods, techniques and instructional material are planned for, to make the teaching and learning enjoyable and effective.

Economics is taught as a compulsory subject at the secondary school level and most students find it to be an uninteresting and boring subject. The main reason for students' dislike of the subject appears to be the ineffective stereotypical lecturing method. There is an urgent need for teachers of Economics to incorporate innovative and new methods and techniques in their teaching in order to create interest and a liking for the subject.

#### **6.2. Summary :**

The research work which has been reported in the earlier chapter of this dissertation is an attempt at "Preparation of an Enriched Teaching Package in Economics for student-teachers". The study was conducted in Kolhapur city, Maharashtra 2004-05 and is related to students-teachers with Economics as their first and second methods in Colleges of Education. The present study stresses on the understanding and clarity of concepts in Economics by student-teachers. Which is very essential as they are responsible for training the student of Economics.

### 6.3. Statement of the Problem :

**“PREPARATION OF AN ENRICHED TEACHING PACKAGE IN ECONOMICS FOR STUDENT-TEACHERS.”**

**Operational Definitions** of the terms used in the study are as follow :

**Preparation** - The act or instance of preparing an Enriched Teaching Package by, 1) Identifying concepts from Economics syllabus (std. IX to XII) and B.Ed course). 2) Defining the enriched scope of concept in Economics. and 3) Identifying appropriate teaching method, techniques and media for effectiveness in Learning and Teaching of Economics.

**Enriched Teaching Package** - All important 40 Concepts in Economics (from prescribed Economics text books std. IX to XII and the Economics syllabus paper VII of B.Ed. course of Shivaji University, Kolhapur, Maharashtra.) with the additional information and appropriate illustration it with include teaching methods-techniques and media based teaching aids useful for student-teachers and teachers of Economics to make the learning and teaching of Economics enjoyable and effective.

**Economics** - Economics is one of the social sciences. It is a dynamic subject taught in junior and senior colleges. The present study consists of the important concepts prescribed in the Economics text-book (std. IX to XII) and the Economics syllabus (paper vii) of B.Ed. course of Shivaji University, Kolhapur, Maharashtra.

**Student-teachers** - Male and Female graduate and post graduate students admitted in Colleges of Education affiliated to Shivaji University, Kolhapur, Maharashtra for the one year B.Ed. course for the academic year 2004-2005 with Economics as their first or second method.

### 6.4. Objective of the Study :

1. To analyse the Economics syllabus of std. IX to XII in Maharashtra and identify important concepts of Economics reflected in them.

2. To analyse the Economics syllabus of the B.Ed course (paper VII) of Shivaji



University, Kolhapur, Maharashtra and identify the important concepts of Economics reflected in it.

3. To find out from students-teachers the extent of their clarity of the identified concepts in Economics.

4. To consult experts in Economics and decide on the scope of each of the identified concepts. and compile enriched information pertaining to each concept which will facilitate students-teachers teaching of Economics.

5. To prepare an Enriched Teaching Package in Economics by incorporating appropriate teaching methods-techniques and media for the identified concepts.

#### **6.5. Assumptions :**

By defining the scope of the concepts and using appropriate strategies teaching methods-techniques and media, teaching of Economics can be made more effective.

#### **6.6. Delimitations of the Study :**

The presents study has the following delimitations.

1. It is limited to the subject Economics in particular.

2. It is limited to student-teachers of Economics method from the three Colleges of Education in Kolhapur city affiliated to Shivaji University, Kolhapur, Maharashtra for the academic year 2004-05.

3. It is limited to the concepts in Economics from prescribed Economics textbooks (std. IX to XII) and the Economics syllabus (paper VII) of the B.Ed. course of Shivaji University, Kolhapur, Maharashtra.

#### **6.7. RESEARCH METHODOLOGY :**

The survey method was used for the present study and it was conducted in two phases the adopted methodology enabled the investigation to use the amorphous data

in a meaningful way. The method of the present study was determined on the basis of the nature of the problem selected, objectives of the study and data required for their realization.

#### **Procedure of Phase - I :**

**To fulfill objective No. 1** namely to analyse the Economics syllabus of the B.Ed. course (paper VII) of Shivaji University, Kolhapur, Maharashtra and identify the important concepts of economics reflected in it. For the present study the list of 10 concept were identified given in the Economics method, syllabus of paper No. VII of B.Ed. course Shivaji University. (App. A)

**To fulfill objective No. 2** namely to analyse the Economics syllabus of std. IX to XII textbooks in Maharashtra and identify important concept in economics reflected in them.

For present study std. IX to XII the Economics text-books were analysed 80 concepts were identified including the 10 from B.Ed. Syllabus total 90 concepts are given in (App. B). Identified concepts were discussed with Economist the overlapping concepts were dropped and final list of 40 concepts emerged which is has given in (App. C) Referring to encyclopedias, references and experts the scope of each of the 40 concepts was finalised.

**To fulfil objective No. 3** of the study namely to to find out from students-teacher the extent of their clarity of the identified concepts in Economics.

A questionnaire was prepared for student-teachers, to find out there knowledge about the identified 40 concepts of Economics subject experts (App.D) established its content validity. Resulting in the finalisation of the 'Economics Concepts Clarity Test' the ECCT (App. E) was administered on student-teachers with economics as their first and second method from the three Colleges of Education in Kolhapur city, affiliated to Shivaji University, Maharashtra. (App. F). The sample comprised of 30 students-teachers

with Economics as their first and second method.

**Procedure of Phase No. II :**

**To fulfill objective No. 4** namely to consult experts in Economics and decide on the scope of each of the, identified concepts and compile enriched information pertaining to each concept to facilitate student-teachers teaching of Economics, for this study 3 experts in Economic (App. D ) were consulted and the scope of each of the 40 identified concepts was finalised with the assistance of reference books, encyclopedias and experts. Enriched informations was compiled which would help student-teachers teach Economics with confidence.

**To fulfil objective No. 5.** of the study namely to prepare the Enriched Teaching Package in Economics by incorporating appropriate teaching methods - techniques and media based teaching aids for the identified concepts is fulfilled in chapter No. IV.

**6.8. Types of Data Collected :**

The type of data collected often administration of the ECCT ready for analysis was,

i) Achievement of student-teachers of Economics on ECCT with Economics as their first and second method.

ii) Achievement of student-teachers with and without Economics subject on the ECCT - graduate and post graduate level wise.

iii) Achievement of student-teachers of Economics on ECCT with Economics as their first and second method wise and sex - wise.

The data has been analysed into three levels of achievement on the ECCT wise Hiht with scores above 81 %. Medium with scores between 41 % and 80 % and Low with scores below 40 %.

### **6.9. Analysis of Data :**

Based on the extent to which identified Economics concepts are known or unknown to student-teachers, the level were decided and the scope of the concepts in Economics in the Enriched Package were decided. Appropriate Teaching Methods, Techniques and Media based teaching Aids for the concepts were decided and the package prepared accordingly.

On the concept it has been found by various tests of student-teachers having first an second teaching method concept in Economics B.Ed. Colleges of Education the student-teachers concepts in Economics if, clear then he can be the best teacher of Economics subject and can teach good economics subject to students in his class-room. He can teach Economics with clarifying the ideas concepts and can solve the difficulties questions of students properly in his class. So that the student-teachers in future can teach the Economics subject with clarifying the concepts of Economics making it effective and successful. According to this research the researcher has found the information of student-teacher with the basic concept as under given below.

### **6.10. Findings of the study :**

it is found that,

1. The majority is 66 % student-teachers of Economics subject have achieved medium scores on the ECCT with only 7 % in the high level.
2. Comparing student-teachers of Economics as their first method with those having Economics as their second method, those with first method were found to be superior in their clarity of Economics concept as compared to those with second method.
3. The majority of student-teachers i.e. 67 % having Economics and Non-Economics subject have achieved medium scores on the ECCT with only 7 % in the high level and 27 % in the low level.
4. Comparing graduate and post graduate student-teachers having Economics

and Non-Economics subject as their first and second method it has been found that the students-teachers of Economics subject have superior concept clarity as compared to those graduate and post graduate student-teachers with Non-Economics subject.

5. Comparing male and female student-teacher it is found that though 33 % male and female student-teachers have scored medium level on the ECCT. 7 % female student-teachers have scored high whereas no male student-teacher is found to have scored high on the ECCT.

6. Since 20 % male student-teachers have scored low on the ECCT with only 7 % female student-teachers in this level, it can be concluded that female student-teachers have better clarity of concepts in Economics as compared to male student-teachers.

#### **6.11. Recommendation :**

Based on the findings and conclusions of the study, following recommendations are suggested.

##### **6.11.1. Recommendations for Colleges of Education :**

1. While giving admissions in Colleges there should be compulsory Entrance Test for all subject especially for those with Economic subject as second teaching method. So that we know the merits of understanding the concepts of Economics.

2. sufficient and quality books in Economics should be provided in the library.

3. To understand the vast and modern concepts and current affairs in Economic for use by Colleges of Education should provide daily news papers, magazines, Encyclopedias etc.

4. To enrich student knowledge in Economics Colleges should regularly organise lectures by eminent experts.



**6.11.2. Recommendations for Teacher-Educators :**

1. It is important that teachers educators should clarify the concepts of Economics reflected with student-teachers.
2. Teachers educators should check the student-teachers lesson plans in front of them, so as to clear their depth.
3. While teaching student-teachers, teacher educators should use various types teaching of strategy and they should give full guidance and make sure that it has been understood by student-teachers.
4. If student-teachers are not clear about any concept in Economics the teachers educators should provide accurate guidance and information to them.
5. They should motivate student-teachers to make use of library books with all references concerned with the subject.
6. Teacher educators should observe that while teaching Economics concepts use of various resources of community contributes to clearer understanding with example.
7. Based on the experts reaction to the ECCT it is found to be useful for student-teachers to teach Economics effectively.

**6.11.3. Recommendations for Student-teachers :**

1. Student-teachers must study the various concepts of Economics and should study it properly and in depth.
2. Students-teachers should use dictionary, various references books, magazines, news papers, current affairs to make their concepts of Economics clearer and simple to understand.

3. Student-teachers should participate and take part in seminars, competitions, work-shops, symposium. So that they remain active in to make more clear in contact with latest knowledge in Economics, to make more clear.

4. They should used equipments, techniques, methods to make the concepts clear.

5. Student-teachers should have their subject Economics to get more knowledge and to make more clear the concepts by using the various types of social resources.

6. Students teachers should be alert and take notification of different changes in social communities and should make use of them so that on their concepts become more strong and perfect.

#### **6.12. Recommendation for Further Research :**

The research study conducted has unearthed several areas for exploration and further study. Some of the areas that could be studied are :

1. A detailed study on a large sample of the Economics concept clarity of students separately at each level of education.

2. The same may apply to the teaching of concepts related to the other branches of Economics, like agri, labour, transport, finance, education. Therefore researcher can undertake the similar studies for the higher grade students.

3. Hence a research study may to apply to the learners belonging to different areas and to learners having different socio-economic status, considering different variables like sex, age, intelligence etc.

#### **6.13. Conclusion :**

The major conclusion is that student-teachers who do were have Economics as

their first and second method should not be given Economics as their method.

Majority of student-teachers only have medium level clarity on the ECCTest - thereby indication that only a small group of females have large levels of clarity (7 %) and no male student-teachers has above 41-80 % on the ECCT.

The ECCT package will contribute by making the student-teachers more curious to know the Economics concepts and thereby save the subject.

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