SUMMARY, CONCLUSIONS
AND SUGGESTIONS
CHAPTER - V

SUMMARY, CONCLUSIONS AND SUGGESTIONS

5.0 INTRODUCTION

Of all the determinants of the success of any educational system, the quality of teacher performance is considered the most important. This is so because it is the teacher’s efficiency that determines how effectively the curriculum is transacted with a view to realize the development of goals anticipated. In the absence of teacher efficiency, curriculum and the other inputs designed for quality education will become futile. Teaching is now considered as a sophisticated profession that warrants mastery of a number of competencies and skills needed not only for effectively imparting instruction but also for executing professional duties as a social worker, facilitator and social engineer. This modern trend has warranted a new outlook toward Teacher Education Programmes and the emergency of such a change has been strongly indicated in operational terms in the National Policy on Education (1986) and its Programme of Action.

The National Council for Teacher Education took several steps as regards quality improvement in Teacher Education. The present investigation is to compare the elementary teacher education curriculum of Tamil Nadu and Kerala by collecting the views of the practitioners namely Primary school Teachers and Teacher Educators of DIET’s and TTI’s who are imparting Pre-service Elementary Education and DTE trainees who are undergoing Teacher Training course.
5.1 STATEMENT OF THE PROBLEM

The extent of translating the recommended curriculum frame work by NCTE for a quality oriented elementary teacher education programme into practice is significant. It has to be studied in terms of aims and objectives, curricular content, transaction mode and evaluation with a purpose to identify the gaps and problems confronted. Hence the problem of the research investigation is stated as follows

“A comparative study of Elementary Teacher Education Curriculum in Tamil Nadu and Kerala”.

5.2 OBJECTIVES OF THE STUDY

The objectives of the present study are stated as follows:

Major Objective

To compare the Elementary Teacher Education Curriculum in Tamil Nadu and Kerala, to highlight the merits and identify the limitations so as to suggest modifications.

Minor Objectives

- To carry out the documentary analysis of curricula of Diploma in Teacher Education in Tamil Nadu and Teacher Training Certificate Course in Kerala.
- To develop a questionnaire regarding theory, practicum and evaluation components of DTE Curriculum - Tamil Nadu to be responded by teacher educators, teacher trainees and elementary school teachers.
To develop a questionnaire regarding theory, practicum and evaluation components of TTC Curriculum - Kerala to be responded by teacher educators, teacher trainees and elementary school teachers.

To analyze the responses collected and compare the merits and limitations in the implementation of Elementary Teacher Education Curriculum in the states of TamilNadu and Kerala.

To suggest modifications for enhancing the quality of Teacher Education at the elementary level.

5.3 METHOD

Normative survey method is used for the present study.

5.4 SAMPLE

The respondents of the present study comprised Elementary school teachers and teacher trainees, teaching faculties of DIET's and Teacher Training Institutes in Tamil Nadu and Kerala respectively.

From among 29 districts of TamilNadu - Salem, Tiruchirappalli, Thiroor, Tirunellveli were selected based on purposive sampling method. From Kerala state Ernakulam and Palakkad districts were selected based on purposive sampling method.

Total number of samples are 514. From Tamil Nadu primary Teachers 49, DTE trainees 106, Teacher educators of DIETs 57, Teacher Educators of Aided TTIs 45, Teacher educators of self financed TTIs 48, total 305.
From Kerala primary teachers 24, TTC trainees 99, Teacher educators of DIETs 31, Teacher Educators of Aided TTIs 24, Teacher educators of self financed TTIs 31, total 209.

5.5 TOOLS AND TECHNIQUES

The present investigation follows normative survey method. The views of primary teachers and teacher educators were to be collected regarding various components of the elementary teacher education curriculum. The nature of questions or items and the nature of response to be elicited were considered and the investigator decided to construct a questionnaire for the purpose. To shape the details and format of the questionnaire, the review of the earlier studies of the similar nature was very useful. She had a detailed discussion with her guide and an informal interaction with her co-teacher educators. For the different parts of the questionnaire suitable instructions of responding were formed.

The educators said that the instructions and wordings of the items were easy to follow and to answer.

(a) Document source for content analysis were


3. Manual of Instruction to Teacher Educators on Practical Work for Teacher Training Certificate course in Kerala was also used as resource book for the study.


(b) The investigator developed the following tools:

Two questionnaires meant for teacher educators, teacher trainees and school teachers of Tamil Nadu and Kerala respectively.

5.6 PROCEDURE

The investigator administered the questionnaire to the primary school teachers of Tamil Nadu, teacher educators of the teacher training institute (Aided and Self finance) and DIET, DTE trainees of Tamil Nadu. Similarly the investigator administered the questionnaire to the primary school teachers of Kerala, teacher educators of the teacher training institute (Aided and Self finance) and DIET, TTC trainees of Kerala. The investigator had to visit the schools, TTIs and DIETs to get the filled up questionnaires. It took three months to collect the data from respondents. Finally the investigator got 305 filled up questionnaire from Tamil Nadu respondents and 209 from Kerala respondents.

5.7 DATA ANALYSIS

The items in the questionnaire are such that each required different kinds of response and these responses were quantified or qualitatively described as
required by the nature of responses. The statistical calculations used were, ANOVA and Post Hoc analysis. Document analysis also has been done.

5.8 MAJOR FINDINGS- ELEMENTARY TEACHER EDUCATION CURRICULUM - TAMIL NADU

From analysis the following conclusions were drawn and presented according to the items that occur in the questionnaire.

ATTAINMENT OF OBJECTIVES

5.8.1

Primary teachers and DTE trainees expressed their views that the objectives suggested by DTERT are attained to a large extent by studying the present Teacher Education Curriculum at Elementary level in Tamil Nadu.

5.8.2

Teacher Educators of Aided Teacher Training Institutions expressed their views that the attainment of the objectives is to a large extent through the subjects taught in two years DTE course in Tamil Nadu.

ATTAINMENT OF COMPETENCIES

5.8.3

Primary Teachers and DTE trainees expressed their views that the competencies listed can be attained to a large extent by studying the subject Challenges in Indian Education.
5.8.4

Primary Teachers and Teacher Educators of Aided Teacher Training Institutes and DTE Trainees expressed their views that by studying the subject Educational Psychology, the competencies listed can be attained to a large extent.

5.8.5

Primary Teachers and Teacher Educators of Aided Teacher Training Institutes expressed their views that by studying the subject Educational Management, the competencies listed can be attained to a large extent.

5.8.6

Primary Teachers and Teacher Educators of Aided Teacher Training Institutes expressed their views that by studying the first language Tamil, the competencies listed can be attained to a large extent.

5.8.7

Primary Teachers and Teacher Educators of Aided Teacher Training Institutes expressed their views that the competencies listed can be attained to a large extent by studying the subject English Education.

5.8.8

Primary Teachers and Teacher Educators of Aided Teacher Training Institutes expressed their views that by studying the subject Mathematics Education, the competencies listed can be attained to a large extent.
5.8.9

Primary Teachers and Teacher Educators of Aided Teacher Training Institutes expressed their views that by studying the subject Science Education, the competencies listed can be attained to a large extent.

5.8.10

Primary Teachers and Teacher Educators of Aided Teacher Training Institutes expressed their views that by studying the subject Social Science Education, the competencies listed can be attained to a large extent.

5.8.11

Teacher Educators of Aided Teacher Training Institutes expressed their views that by studying the subject Educational Technology, the competencies listed can be attained to a large extent.

5.8.12

Teacher Educators of Aided Teacher Training Institutes, DTE Trainees and Primary Teachers expressed their views that by studying the subject Physical Education and YOGA, the competencies listed can be attained to a large extent.

5.8.13

Teacher Educators of Aided Teacher Training Institutes, DTE Trainees and Primary Teachers expressed their views that by studying the subject Art Education, the competencies listed can be attained to a large extent.
5.8.14

Primary Teachers and Teacher Educators of Aided Teacher Training Institutes expressed their views that by studying the subject Work Experience, the competencies listed can be attained to a large extent.

5.8.15

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DTE Trainees expressed their views that the competencies listed can be attained to a large extent by following Transactional Strategies.

5.8.16

Primary Teachers, Teacher Educators of DIETs, Aided Teacher Training Institutes and Self-Finance Teacher Training Institutes, expressed their views that, teaching ability can improve to a large extent by following the suggested activities.

5.8.17

Primary Teachers, Teacher Educators of DIETs, Aided Teacher Training Institutes and Self-Finance Teacher Training Institutes and Trainees, expressed their views that, the Student Teacher can attained the competencies to a large extent through Teaching Practice.
Teacher Educators of Aided and Self-Finance Teacher Training Institutes expressed their views that, by following the activities suggested have helped the trainees to a large extent to become Efficient Teachers.

LEARNING AND TEACHING OF THE SUBJECTS

Regarding the difficulty level of the subject Challenges in Indian Education, 47.17% of DTE Trainees and 59.18% of Primary Teachers, expressed their views that the subject is easy to learn. 60% of Teacher Educators of Aided Teacher Training Institutes, 63.16% of Teacher Educators of DIETs and 60.42% of Teacher Educators of Self-Finance Teacher Training Institutes expressed their views that the subject Challenges in Indian Education is easy to teach.

Regarding the difficulty level of the subject Educational Psychology, 70.75% of DTE Trainees and 75.51% of Primary Teachers, expressed their views that the subject is easy to learn. 40% of Teacher Educators of Aided Teacher Training Institutes, 84.21% of Teacher Educators of DIETs and 77.08% of Teacher Educators of Self-Finance Teacher Training Institutes expressed their views that the subject Educational Psychology is easy to teach.

Regarding the difficulty level of the subject Educational Management, 83.96% of DTE Trainees and 85.71% of Primary Teachers, expressed their views that the subject is easy to learn. 73.33% of Teacher Educators of Aided
Teacher Training Institutes, 87.72% of Teacher Educators of DIETs and 85.42% of Teacher Educators of Self-Finance Teacher Training Institutes expressed their views that the subject Educational Management is easy to teach.

Regarding the difficulty level of the subject Tamil Language Education, 57.55% of DTE Trainees and 63.27% of Primary Teachers, expressed their views that the subject is easy to learn. 97.78% of Teacher Educators of Aided Teacher Training Institutes, 80.70% of Teacher Educators of DIETs and 91.67% of Teacher Educators of Self-Finance Teacher Training Institutes expressed their views that the subject Tamil Language Education is easy to teach.

Regarding the difficulty level of the subject English Language Education, 53.77% of DTE Trainees and 46.94% of Primary Teachers, expressed their views that the subject is easy to learn. 57.78% of Teacher Educators of Aided Teacher Training Institutes, 61.40% of Teacher Educators of DIETs and 35.42% of Teacher Educators of Self-Finance Teacher Training Institutes expressed their views that the subject English Language Education is easy to teach.

Regarding the difficulty level of the subject Mathematics Education, 75.47% of DTE Trainees and 77.55% of Primary Teachers, expressed their views that the subject is easy to learn. 73.33% of Teacher Educators of Aided Teacher Training Institutes, 80.70% of Teacher Educators of DIETs and 56.25% of Teacher Educators of Self-Finance Teacher Training Institutes
expressed their views that the subject Mathematics Education is easy to teach.

Regarding the difficulty level of the subject Science Education, 80.19% of DTE Trainees and 91.84% of Primary Teachers, expressed their views that the subject is easy to learn. 86.67% of Teacher Educators of Aided Teacher Training Institutes, 85.96% of Teacher Educators of DIETs and 83.33% of Teacher Educators of Self-Finance Teacher Training Institutes expressed their views that the subject Science Education is easy to teach.

Regarding the difficulty level of the subject Social Science Education, 84.91% of DTE Trainees and 91.84% of Primary Teachers, expressed their views that the subject is easy to learn. 97.78% of Teacher Educators of Aided Teacher Training Institutes, 80.70% of Teacher Educators of DIETs and 79.17% of Teacher Educators of Self-Finance Teacher Training Institutes expressed their views that the subject Social Science Education is easy to teach.

LIMITATIONS IN IMPLEMENTATION

5.8.20

51.89% of D.T.E Trainees, 62.22% of Teacher Educators of Aided Teacher Training Institutes, 56.14% of Teacher Educators of DIETs, 47.92% of Teacher Educators of Self-Finance Teacher Training Institutes and 40.82% of Primary Teachers expressed their views that the Admission Procedures are not strictly followed.
38.68% of D.T.E Trainees, 57.78% of Teacher Educators of Aided Teacher Training Institutes, 33.33% of Teacher Educators of DIETs, 47.92% of Teacher Educators of Self-Finance Teacher Training Institutes and 48.98% of Primary Teachers expressed their views that Theory and Practical exams are not conducted at proper time due to delayed admissions.

46.23% of D.T.E Trainees, 60.00% of Teacher Educators of Aided Teacher Training Institutes, 38.60% of Teacher Educators of DIETs, 25.00% of Teacher Educators of Self-Finance TTI and 46.94% of Primary Teachers expressed their views that the Blue Print for the question paper is not provided.

33.02% of D.T.E Trainees, 57.78% of Teacher Educators of Aided Teacher Training Institutes, 40.35% of Teacher Educators of DIETs, 60.42% of Teacher Educators of Self-Finance Teacher Training Institutes and 57.14% of Primary Teachers expressed their views that D.T.E Course is isolated from the main stream of education system.

23.58% of D.T.E Trainees, 17.78% of Teacher Educators of Aided Teacher Training Institutes, 38.60% of Teacher Educators of DIETs, 22.92% of Teacher Educators of Self-Finance Teacher Training Institutes and 8.16% of Primary Teachers expressed their views that D.T.E Course has too many practical works (preparing album etc).

38.68% of D.T.E Trainees, 37.78% of Teacher Educators of Aided Teacher Training Institutes, 21.05% of Teacher Educators of DIETs, 29.17% of Teacher Educators of Self-Finance Teacher Training Institutes and 32.65%
of Primary Teachers expressed their views that the increase in number of Teacher Training Institutes is not related to job opportunities.

31.13% of D.T.E Trainees, 33.33% of Teacher Educators of Aided Teacher Training Institutes, 49.12% of Teacher Educators of DIETs, 29.17% of Teacher Educators of Self-Finance Teacher Training Institutes and 30.61% of Primary Teachers expressed their views that there is resistance among the staff to adopt new technologies.

55.66% of D.T.E Trainees, 48.89% of Teacher Educators of Aided Teacher Training Institutes, 42.11% of Teacher Educators of DIETs, 29.17% of Teacher Educators of Self-Finance Teacher Training Institutes and 42.86% of Primary Teachers expressed their views that the Teacher Education curriculum is not constructed on the basis of research findings.

MERITS OF THE DTE CURRICULUM

5.8.21

85.85% of D.T.E Trainees, 91.11% of Teacher Educators of Aided Teacher Training Institutes, 85.96% of Teacher Educators of DIETs, 95.83% of Teacher Educators of Self-Finance Teacher Training Institutes and 89.80% of Primary Teachers expressed their views that they learn innovative and interesting techniques of teaching children after undergoing DTE course.

77.36% of D.T.E Trainees, 66.67% of Teacher Educators of Aided Teacher Training Institutes, 54.39% of Teacher Educators of DIETs, 47.92% of Teacher Educators of Self-Finance Teacher Training Institutes and 81.63%
of Primary Teachers expressed their views that the D.T.E Trainees are sure of their job after undergoing DTE course.

78.30% of D.T.E Trainees, 73.33% of Teacher Educators of Aided Teacher Training Institutes, 82.46% of Teacher Educators of DIETs, 79.17% of Teacher Educators of Self-Finance Teacher Training Institutes and 89.80% of Primary Teachers expressed their views that they have the ability to manage any situation after undergoing DTE course.

84.91% of D.T.E Trainees, 95.56% of Teacher Educators of Aided Teacher Training Institutes, 82.46% of Teacher Educators of DIETs, 81.25% of Teacher Educators of Self-Finance Teacher Training Institutes and 89.80% of Primary Teachers expressed their views that they learn to make improvised teaching aids after undergoing DTE course.

92.45% of D.T.E Trainees, 97.78% of Teacher Educators of Aided Teacher Training Institutes, 77.19% of Teacher Educators of DIETs, 77.08% of Teacher Educators of Self-Finance Teacher Training Institutes and 85.71% of Primary Teachers expressed their views that they learnt to create and appreciate useful things after undergoing DTE course.

86.79% of D.T.E Trainees, 97.78% of Teacher Educators of Aided Teacher Training Institutes, 78.95% of Teacher Educators of DIETs, 85.42% of Teacher Educators of Self-Finance Teacher Training Institutes and 83.67% of Primary Teachers expressed their views that they had learnt to use the leisure time usefully after undergoing DTE course.

86.79% of D.T.E Trainees, 91.11% of Teacher Educators of Aided Teacher Training Institutes, 84.21% of Teacher Educators of DIETs, 83.33%
of Teacher Educators of Self-Finance Teacher Training Institutes and 69.39% of Primary Teachers expressed their views that they were able to evaluate students based on their ability after undergoing DTE course.

5.9 MAJOR FINDINGS - TTC CURRICULUM KERALA

From analysis the following conclusions were drawn and presented according to the items that occur in the questionnaire.

ATTAINMENT OF COMPETENCIES

5.9.1

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the development of competencies of the Teacher Trainees by studying TTC course in Kerala is to a large extent.

5.9.2

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the attainment of the attitudinal changes in the Teacher Trainees by studying TTC course in Kerala is to a large extent.

5.9.3

Teacher Educators of Aided Teacher Training Institutes and Primary Teachers expressed their views that, the attainment of the competencies by studying Theoretical Bases of Modern Education is to a large extent.
5.9.4

Teacher Educators of Aided Teacher Training Institutes and Primary Teachers expressed their views that, the attainment of the competencies by studying Psychology in Modern Educational Practice is to a large extent.

5.9.5

Teacher Educators of Aided Teacher Training Institutes and Primary Teachers expressed their views that, the attainment of the competencies by studying Theoretical Bases of English Education is to a large extent.

5.9.6

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the attainment of the competencies by studying Theoretical Bases of Mathematics Education is to a large extent.

5.9.7

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the attainment of the competencies by studying Theoretical Bases of Science Education is to a large extent.

5.9.8

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the attainment of the competencies by studying Theoretical Bases of Social Science Education is to a large extent.
5.9.9

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the improvement in teaching aptitudes and the improvement in teaching ability by following new approaches adapted is to a large extent.

5.9.10

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the improvement of the teaching ability of the Teacher Trainees is to a large extent by following the suggested activities.

5.9.11

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the attainment of the competencies by studying Work Experience is to a large extent.

5.9.12

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the activities taken for First Year TTC course are Cleaning and Sanitation, Gardening, Teaching Aids, Products using waste material and Clay work and for the Second Year TTC course are Cleaning
and Sanitation, Gardening, Teaching Aids, Paper and Cardboard work and Food, are useful for them.

5.9.13

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the attainment of the competencies by studying Art Education is to a large extent.

5.9.14

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the attainment of the competencies is to a large extent by studying Physical Education.

5.9.15

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, TTC Trainees and Primary Teachers expressed their views that, the development of the expected competencies in Teacher Trainees is to a large extent by the Transactional Strategies used by the Teacher Educators of Kerala.

LEARNING AND TEACHING OF THE SUBJECTS

5.9.16

Regarding the difficulty level of the subject Theoretical Bases of Modern Education, 67.68% of TTC Trainees and 79.17% of Primary Teachers, expressed their views that the subject is easy to learn. 52% of
Teacher Educators of Aided Teacher Training Institutes, 58.06% of Teacher Educators of DIETs and 70.97% of Teacher Educators of Self-Finance Teacher Training Institutes expressed their views that the subject Theoretical Bases of Modern Education is easy to teach.

Regarding the difficulty level of the subject Psychology in Modern Educational Practice, 57.58% of TTC Trainees and 66.67% of Primary Teachers, accepted that the subject is easy to learn. 52% of Teacher Educators of Aided TTIs, 58.06% of Teacher Educators of DIETs and 70.97% of Teacher Educators of Self-Finance TTIs accepted that the subject Psychology in Modern Educational Practice is easy to teach.

Regarding the difficulty level of the subject Theoretical Bases of English Education, 67.68% of TTC Trainees and 45.83% of Primary Teachers, accepted that the subject is easy to learn. 52% of Teacher Educators of Aided TTIs, 64.52% of Teacher Educators of DIETs and 45.16% of Teacher Educators of Self-Finance TTIs accepted that the subject Theoretical Bases of English Education is easy to teach.

Regarding the difficulty level of the subject Theoretical Bases of Mathematics Education, 27.27% of TTC Trainees and 58.33% of Primary Teachers, accepted that the subject is easy to learn. 64% of Teacher Educators of Aided TTIs, 22.58% of Teacher Educators of DIETs and 35.48% of Teacher Educators of Self-Finance TTIs accepted that the subject Theoretical Bases of Mathematics Education is easy to teach.

Regarding the difficulty level of the subject Theoretical Bases of Science Education, 25.25% of TTC Trainees and 54.17% of Primary
Teachers, accepted that the subject is easy to learn. 40% of Teacher Educators of Aided TTIs, 16.13% of Teacher Educators of DIETs and 25.81% of Teacher Educators of Self-Finance TTIs accepted that the subject Theoretical Bases of Science Education is easy to teach.

Regarding the difficulty level of the subject Theoretical Bases of Social Science Education, 46.46% of TTC Trainees and 50% of Primary Teachers, accepted that the subject is easy to learn. 32% of Teacher Educators of Aided TTIs, 32.26% of Teacher Educators of DIETs and 38.71% of Teacher Educators of Self-Finance TTIs accepted that the subject Theoretical Bases Social of Science Education is easy to teach.

LIMITATIONS OF IMPLEMENTATION

5.9.17

63.64% of TTC Trainees, 72% of Teacher Educators of Aided Teacher Training Institutes, 64.52% of Teacher Educators of DIETs, 48.39% of Teacher Educators of Self-Finance Teacher Training Institutes and 41.67% of Primary Teachers expressed their views that the Admission Procedures are not strictly followed.

64.65% of TTC Trainees, 64% of Teacher Educators of Aided Teacher Training Institutes, 67.74% of Teacher Educators of DIETs, 67.74% of Teacher Educators of Self-Finance Teacher Training Institutes and 54.17% of Primary Teachers expressed their views that Theory and Practical exams are not conducted at proper time, due to delayed admissions.
46.46% of TTC Trainees, 52% of Teacher Educators of Aided Teacher Training Institutes, 64.52% of Teacher Educators of DIETs, 45.16% of Teacher Educators of Self-Finance TTI and 54.17% of Primary Teachers expressed their views that the blueprint for the question paper is not provided.

71.72% of TTC Trainees, 80% of Teacher Educators of Aided Teacher Training Institutes, 58.06% of Teacher Educators of DIETs, 48.39% of Teacher Educators of Self-Finance Teacher Training Institutes and 50% of Primary Teachers expressed their views that TTC Course is isolated from the main stream of education system.

76.77% of TTC Trainees, 72% of Teacher Educators of Aided Teacher Training Institutes, 74.19% of Teacher Educators of DIETs, 74.19% of Teacher Educators of Self-Finance Teacher Training Institutes and 75% of Primary Teachers expressed their views that TTC Course has too many practical works (preparing album etc).

82.83% of TTC Trainees, 68% of Teacher Educators of Aided Teacher Training Institutes, 74.19% of Teacher Educators of DIETs, 74.19% of Teacher Educators of Self-Finance Teacher Training Institutes and 70.83% of Primary Teachers expressed their views that the increase in number of Teacher Training Institutes is not related to job opportunities.

49.49% of TTC Trainees, 64% of Teacher Educators of Aided Teacher Training Institutes, 45.16% of Teacher Educators of DIETs, 45.16% of Teacher Educators of Self-Finance Teacher Training Institutes and 70.83% of
Primary Teachers expressed their views that there is resistance among the staff to adopt new technologies.

69.70% of TTC Trainees, 84% of Teacher Educators of Aided Teacher Training Institutes, 83.87% of Teacher Educators of DIETs, 48.39% of Teacher Educators of Self-Finance Teacher Training Institutes and 75% of Primary Teachers expressed their views that the Teacher Education curriculum is not constructed on the basis of research findings.

MERITS OF THE TTC CURRICULUM

5.9.18

93.94% of TTC Trainees, 92% of Teacher Educators of Aided Teacher Training Institutes, 96.77% of Teacher Educators of DIETs, 83.87% of Teacher Educators of Self-Finance Teacher Training Institutes and 89.80% of Primary Teachers expressed their views that they learn innovative and interesting techniques of teaching children after undergoing TTC course.

64.65% of TTC Trainees, 68% of Teacher Educators of Aided Teacher Training Institutes, 54.84% of Teacher Educators of DIETs, 41.94% of Teacher Educators of Self-Finance Teacher Training Institutes and 62.50% of Primary Teachers expressed their views that the TTC Trainees are sure of their job after undergoing TTC course.

87.88% of TTC Trainees, 88.80% of Teacher Educators of Aided Teacher Training Institutes, 90.32% of Teacher Educators of DIETs, 74.19% of Teacher Educators of Self-Finance Teacher Training Institutes and 70.83%
of Primary Teachers expressed their views that they have the ability to manage any situation after undergoing TTC course.

85.86% of TTC Trainees, 80% of Teacher Educators of Aided Teacher Training Institutes, 80.65% of Teacher Educators of DIETs, 83.87% of Teacher Educators of Self-Finance Teacher Training Institutes and 95.83% of Primary Teachers expressed their views that they learn to make improvised teaching aids after undergoing TTC course.

94.95% of TTC Trainees, 92% of Teacher Educators of Aided Teacher Training Institutes, 93.55% of Teacher Educators of DIETs, 90.32% of Teacher Educators of Self-Finance Teacher Training Institutes and 91.67% of Primary Teachers expressed their views that they learn to create and appreciate useful things after undergoing TTC course.

88.89% of TTC Trainees, 84% of Teacher Educators of Aided Teacher Training Institutes, 93.55% of Teacher Educators of DIETs, 96.77% of Teacher Educators of Self-Finance Teacher Training Institutes and 83.33% of Primary Teachers expressed their views that they learn to use the leisure time usefully after undergoing TTC course.

95.96% of TTC Trainees, 88% of Teacher Educators of Aided Teacher Training Institutes, 93.55% of Teacher Educators of DIETs, 93.55% of Teacher Educators of Self-Finance Teacher Training Institutes and 83.33% of Primary Teachers expressed their views that they are able to evaluate students based on their ability after undergoing TTC course.
5.10 IMPLICATIONS OF THE STUDY

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, DTE Trainees and Primary Teachers of Tamil Nadu expressed their views that, the subject English is very hard to teach and learn.

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, DTE Trainees and Primary Teachers of Tamil Nadu expressed their views that, the subject Challenges in Indian Education is hard to teach and learn.

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, DTE Trainees and Primary Teachers of Tamil Nadu expressed their views that, the subject Social Science Education is very easy to teach and learn.

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, DTE Trainees and Primary Teachers of Tamil Nadu expressed their views that, the subject Educational Management is easy to teach and learn.

Teacher Educators of Aided Teacher Training Institutes, Self Finance Teacher Training Institutes and DIETs, DTE Trainees and Primary Teachers of Tamil Nadu expressed their views that, the subject Science Education, Mathematics Education, Tamil Language Education and Educational Psychology are moderately easy to teach and learn.

Since the subject English Language Education is tough, most of the DTE Trainees fail in the subject. The standard of English is poor. Trainees get
admitted if they secure 45% overall, but in English the score may be much less (35%). Their entry level does not improve during the training.

The admission procedures must be strictly followed.

Since the theory and practical exams are not conducted within the period of duration of the course (two years), there are many failures in the DTE course. So the DTE course Government Examination should be conducted every year in the month of July (like XII std examination- every year in the month of March).

Blue Print should be given for the Government Examination Question paper.

In B.Ed course, Trainees do Teaching Practice and prepare Teaching Aids for the two optional subjects they select. But in DTE course they have to do Teaching Practice and prepare Teaching Aids for all the subjects, so the DTE Trainees express their views that there were too many practical works. It can be minimized.

The increase in number of self-financed Teacher Training Institutes creates unemployment problem. So the Government should check the increase of Teacher Training Institutes. Man power (teacher) requirements have to be scientifically established and accordingly the planning has to be made.

Teacher Educators should adopt new technologies in teaching.

Teacher Education curriculum should be constructed on the basis of research findings.
Yadav stated that 479 studies are conducted by various institutions on Teacher Education reported by five educational surveys completed by Buch (1974, 1979, 1987, 1991) and NCERT (1997). Most of the findings of these research studies were not taken into consideration in formulation of Teacher Education policies for its improvement. And also, he reported that the curriculum for teacher education from pre-primary to higher secondary levels has been revised from time to time for meeting the changing needs of the society. But Elementary Teacher Education curriculum is revised mostly on an adhoc basis in the absence of research support.

From the analysis of DTE course structure, there is much emphasis on theory at the cost of practical experience.

Most of the items of work covered in the practical work in Kerala are also dealt in Tamil Nadu.

- Observation of model lesson and classroom teaching is done practically in Kerala and marks are allotted for the same where as in Tamil Nadu classroom teaching is clubbed along with lesson plan in allotting marks.

- Observation of criticism lessons is carried out at the Teacher Training Institute only in Kerala and marks are allotted exclusively.

- Marks for preparation of lesson plans are allotted in both Kerala and Tamil Nadu.

- Marks are allotted for micro teaching in Kerala. Whereas in Tamil Nadu micro teaching is conducted practically and a record is maintained but no marks are allotted.
• Analysis of Pedagogy in 5 teaching subjects is done only in Kerala and not in Tamil Nadu.
• Unit test records are maintained and marks are allotted in both Kerala and Tamil Nadu.
• Report of Visit to schools is maintained both in Kerala and Tamil Nadu but marks are allotted only in Kerala.
• Marks are allotted for instructional aids used in schools in both Kerala and Tamil Nadu.
• For working with community and camp living marks are allotted in Kerala but no marks are allotted in Tamil Nadu.
• Report of study tours and field trips have marks allotted in both Kerala and Tamil Nadu.
• In Work Experience, Art Education, Assignments, Record of Experiment in Science and practical work in Educational Psychology. Records are maintained and marks are allotted for each in Tamil Nadu as well as Kerala.
• Marks are allotted for library work in Kerala. But no marks are allotted for the same in Tamil Nadu.

The NCTE norms look forward to more practical aspects in Teacher Training Education; this has been fulfilled satisfactorily by the Kerala curriculum in the practical work. This practical aspect can be adopted in Tamil Nadu syllabus too.

The student Teacher undertakes teaching practice in the first and second year in both Kerala and Tamil Nadu.
In Kerala, trainees undergo teaching practice in four blocks.

Block – I Internship for initiation into the teaching competencies.

Block – II Internship for practice of teaching competencies.

Block – III Internship for scientific teaching for consolidating acquired competencies.

Block – IV Internship for scientific teaching for stabilization of acquired competencies.

The first two blocks are followed in the 1st year of the teacher training course in lower primary classes. Each trainee is expected to give 20 lesson plans in lower primary classes (I to IV).

The III & IV blocks are followed in the second year of the course. Each trainee submits 20 lesson plans for stds V to VII.

This block wise Internship is not followed in Tamil Nadu.

The competencies a Teacher should possess are given in detail in both Kerala and Tamil Nadu curricula, where the student teacher is trained to identify the problem, analyse the same and infer with a remedy catering to the needs of the children in each subject.

The Kerala curriculum suggests a number of major activities to enhance the teacher competencies. It comprises of observation of children in the classroom, group work discussion, project work, Micro sessions for practicing specific skills, demonstration etc.

Separate guidance for preparation of teaching aids is given in Kerala, but this practice is not followed in Tamil Nadu.
The Tamil Nadu syllabus advocates transaction through lecture method, observation, role play, dramatization, story telling, seminars, group discussion, debates visit to botanical gardens and museums etc. The material / media suggested are field trips, charts, flash card, news paper cutting, slides, transparent sheets, models etc.

In Tamil Nadu syllabus the approach and analysis is less pedagogic but suggests more of lecture-cum-discussion method.

The pedagogic approach followed in Kerala can be adopted in Tamil Nadu too.

Overall evaluation of the student teacher performance in curriculum is done both in Kerala and Tamil Nadu.

The scheme of examination for I and II year comprises of Internal Assessment and External Examination (Theory paper) in Kerala and Tamil Nadu.

Curriculum evaluation in Kerala is as follows:

In I year the internal assessment comprises of a very elaborate evaluation scheme, assessing and allotting marks for the internship and practical work of supporting instructional competencies. The marks allotted for internal assessment is 400.

External examination comprises of 700 marks. It carries a grand total of 1,100 marks for the first year.

In the II year marks allotted for Internal Assessment is 700 and 700 marks for written paper as external examination. It carries a grand total of 1,400 marks for the second year.
IMPLICATIONS

1. Following the NCTE’s curriculum framework 1998 for Elementary/Primary Teacher Education, the DTERT of Tamil Nadu and SCERT of Kerala formulated the objectives (TN) and competencies (Kerala) for the curriculum respectively. While the competencies to be developed among Trainees during T.T.C are clearly spelt out in Kerala, the emphasis is on involving pupils in learning by the trainees during the D.T.E Programme, also there is emphasis on involvement of the community in Kerala curriculum.

2. In Kerala teaching practice is followed in four blocks spread over the two years, while in Tamil Nadu a total number of 40 days of teaching practice per year should accommodate the number of lessons to be taught.

3. In Tamil Nadu a total of 1650 marks for theory (including Internal and External valuation) are allotted, while in Kerala it is 1400 marks. (no Internal).

4. In Tamil Nadu a total of 1000 marks for practical (I Year 500, II Year 500) are allotted, while in Kerala it is 1100 marks (I Year 400, II Year 700).

It may be concluded that the NCTE guidelines were better visualized in the framing of curriculum for T.T.C curriculum in Kerala, during 2001 to 2007.

The present study has drawn its conclusions based on the purposive sample of respondents in both the states and hence the findings may not be generalized. If more districts were covered, the findings might have given a different picture. Policy makers of curriculum (Officials of DTERT / SCERT and Educational Experts) were not involved about their views on the curriculum of Elementary Teacher Education which is a limitation. However, the investigator decided that the stake holders namely Teacher Educators, the trainees and the practicing teachers are the real consumers of the curriculum, and limited her data collection from them.
In Tamil Nadu all the scheme of curriculum evaluation comprise of internal assessment and external examination.

While marks are allotted for Internal Assessment in 3 General papers and 5 teaching subjects and internship in Teaching subjects, only grades are awarded to Education Technology, Physical Education and Yoga, Health Education, Art and Work Experience.

The theory papers comprise of three general papers carrying 300 marks (100 marks for each paper).

In the II year the internal assessment and internship (5 main subjects) carries 600 marks. The external examination (5 Theory papers) carries 500 marks with a grand total of 1,100 marks.

Apart from the above mentioned subject the following subjects are graded for 250 marks.

Education Technology, Physical Education & Yoga, Health Education and Art & work experience.

In Kerala marks are allotted to criticism of class observation, Block Teaching practices, Pedagogic Analysis work, Library reading record, which can be adopted in Tamil Nadu too, to enhance teacher competencies and to ensure a more sound scheme of evaluation.

5.11 GENERAL SUGGESTIONS

GENERAL PAPERS

In Kerala the General paper, Theoretical Bases of Modern Education (I and II year) covers the topic in both Challenges in Indian Education and Educational Management in Tamil Nadu syllabus.
Whereas in Tamil Nadu syllabus there is a repetition of topics in Challenges in Indian Education and Educational Management. Hence Theoretical Bases of Modern education can be implemented in Tamil Nadu syllabus for both I and II year instead of Challenges in Indian Education and Educational Management.

The general paper Psychology could be continued in second year also in Tamil Nadu, since it is more pedagogical in approach and analysis.

The subject Psychology has been covered in detail in Tamil Nadu. This wider knowledge of the subject could be adopted in Kerala.

SUBJECTS

The subject Mathematics Education and Science Education of Tamil Nadu syllabus is similar to that of Kerala. Whereas in Tamil Nadu syllabus, Social Science Education and English Language Education is more content oriented and deals less with the methods of teaching in the respective subjects.

All the subjects in Kerala syllabus are pedagogical in approach and indicate the Teaching Learning Material to be used for the respective subjects. This pedagogical analysis and approach could be adopted and implemented in all the subjects in Tamil Nadu syllabus.

Tamil Nadu syllabus emphasizes a deeper knowledge of each subject. This could be adopted in Kerala.
MICRO TEACHING

Micro teaching is done practically in the beginning of the 1st year in Tamil Nadu syllabus. Though a record is maintained for the same, no marks are allotted. In Kerala Micro teaching is learnt theoretically in each subject and 20 marks are allotted in the internal assessment. This practice can be adopted in Tamil Nadu syllabus and marks could also be allotted for the same. The theoretical emphasis at the cost of practice should be modified in Kerala.

CRITICISM CLASSES

Criticism classes are followed in Kerala and 10 marks are given in each year in the internal assessment. This should be implemented in Tamil Nadu syllabus.

5.12 SUGGESTIONS FOR FURTHER STUDY

1. Analysis of performance of the DTE trainees in theory and practical with reference to the course objectives, question papers and achievement may be carried out.

2. The impact of the elementary teacher education programme on the attitudinal change of the elementary trainees of Tamil Nadu towards Community Involvement can be taken up.

3. A comparative study of Elementary Teacher Education Curriculum in Andhra Pradesh and in Karnataka can be taken up.
4. Curriculum transaction practices in Elementary teacher education may be analysed in terms of formative and summative evaluative methods and their impact on cognitive, affective and psychomotor changes in teacher trainees.

5. Curriculum frame work, transaction and evaluation of its relevance have to be evolved in the elementary teacher training programe for the recently introduced Activity Based Learning Approach.