CHAPTER – V

MAJOR FINDINGS AND CONCLUSION

5.1 Introduction:

The Present chapter is the most widely used part of the study report as it reviews all the information that has been presented in its previous chapters. The readers can assess the utility of the study on over viewing this chapter.

The chapter includes a discussions of findings and conclusions of the study. The range of applicability of the conclusions should be indicated on the basis of the limitations of the sources, the sample, the tools of collection and analysis etc. Negative as well as positive result should find a place in the conclusions. Any recommendation as to the application of findings, the investigator wishes of make, can find a place in this chapter. Recommendation for further study in the field touched by the present study are also found useful and are usually included in this chapter.

The present investigator tries to establish all her attempts made for the study in a brief way. It is expected that the materials included in this chapter could supply essential information to the readers.

Learning and education is not a new thing in West Bengal and Assam. Before British had established the present system of education, there prevailed some indigenous type of education system in West Bengal and Assam. Teacher education is the another important phase to be
studied in the educational system in West Bengal and Assam. It need no fresh emphasis regarding role of teacher education curriculum in the entire system of education. Rapid growth of secondary teacher education in West Bengal and Assam have been observed during the last decade. Now there are about 113 colleges for secondary Teacher Education in West Bengal and Assam. So, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. Curriculum reconstruct has also become imperative in the light of some perceptible gaps in teacher education. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate.

While noting the facts outlined above, it is felt necessary to undertake a study upon the secondary teacher Education Curriculum in West Bengal and Assam. It will be a matter of great pragmatic value if this study can provide a little help in the improvement of the programme.

5.2 Major Findings:

It is obvious from the recommendations of UGC Curriculum Committee that they have given importance to the practice and internship which is lacking in the existing teacher education programme. The courses of the Universities under the present study are mostly in line with the course designed by the UGC, only the duration of the course is one year at present. The existing course in all the ten Universities is mainly for the in-service teacher, although pre-service students are participating in
the programme. If the recommendations of the UGC curriculum committee are to be introduced in these Universities then, infrastructural changes will not be required except the implementation of practical and internship work.

**The Major Findings Are :**

i) Few B.Ed Colleges have developed their courses by mentioning the objectives of each of the courses which are followed by the contents for achieving those objectives while other twelve colleges did not state the objectives of any of the prescribed courses and had not provided any scope to relate its course with the community.

ii) Few B.Ed. Colleges have introduced the additional specializations keeping in view the NCTE curriculum. Although the other colleges have provided scope for working with the community.

iii) The colleges of Assam syllabi have given weightage to the content in developing the method subject by providing clear cut units on content in each school subject along with the teaching methods, the colleges of West Bengal have not provided any content in the method subjects.

iv) The number of elective subject is two in few B.Ed. Colleges which is in consonance with the NCTE norms. But, all the rest B.Ed Colleges in West Bengal and Assam offered only one elective / Additional Subject.
v) The Practical sessional work syllabus of the B.Ed Colleges in Assam is very systemic. This type of clear prescription helped the teacher as well as the student to implement and practice.

vi) The few B.Ed Colleges have adopted the Grade System in their evaluation scheme in Practice Teaching and practical work which is in consonance with the NCTE recommendation. However, the other colleges of West Bengal and Assam followed the pattern of marking system in all the course.

vii) The courses of most of the B.Ed Colleges in West Bengal and Assam is consonance with the NCTE course. The only modification required in few colleges of Assam is with regard to practical work and more specification with respect to working with the community.

viii) All the B.Ed Colleges do not give importance to the internship in teaching including field assignment.

ix) The semester system does not introduce for effective participation and practice of the content in most of the B.Ed. colleges.

x) At present, the duration of course is one year in all the B.Ed. Colleges but, the UGC curriculum committee has recommended two years duration for B.Ed Programme.

xi) The existing course in all the colleges is mainly for the in-service teacher, although pre-service students are participating in the programme.
xii) All the colleges of Assam and West Bengal are recognized by the NCTE and also University affiliation.

xiii) Maximum colleges are having hundred seats recognized by the NCTE and of the respective Universities. Only few colleges are above hundred seats.

xiv) Total number of working days, working days for practice teaching, for other activities and working hours are properly maintained by each of the institution in accordance with the NCTE norms in both the state West Bengal and Assam.

xv) The general candidates are admitted to the B.Ed course with at least fifty percent marks in accordance with the NCTE norms in both the state.

xvi) Highly qualified candidates are admitted to the B.Ed course in both the state which is in accordance with the NCTE norms. It reveals the trends that candidate with higher qualification are also interested for B.Ed course.

xvii) Out of the sanctioned post of the 76 teacher educator, 55 teacher educator is employed in W.B. where as in Assam the Vacant post is 24. No colleges have the minimum number of teaching staff which is required for smooth conducting the teaching learning procedure in every secondary teacher training Institution in West Bengal and Assam. So, the NCTE norms are not properly followed by the colleges.
xviii) Most of the colleges do not have sufficient number of supporting staff as determined by NCTE. In case of non-teaching staff strength it also shows not satisfactory. The vacant post is 44 in W.B. and 51 in Assam. So, the colleges of West Bengal and Assam are not fully equipped with the supporting staffs.

xix) At least one teacher with specialization in each methodology subject is not present in the institutions which is not in accordance with the NCTE norms.

xx) The University prescribed curriculum is followed by all of the Teachers’ Training Institutions in West Bengal and Assam.

xxi) The teachers assign different subject and classes to individual students by authority discussion and by the confidential report of the head of the institution. Generally, practice teaching programme is done towards the end of the academic session and a trainee is to give twenty lessons in an academic session in each of the method course. So, it shows that the NCTE norms is fulfilled and the practice teaching programme is satisfactory in both the state.

xxii) Generally, the teachers are supervised the lesson of the trainees as per schedule. Often they bring their lesson in teachers’ training college after completing the each day lesson and supervision is completed by the teachers’ of both the state.

xxiii) Every sixteen colleges are organized the different types of co-curricular activities, such as, cultural programme, debate
competition, annual sports, gardening, exhibition etc. There are no student organization, clubs, unions or association in the institutions of the both state.

xxiv) Evaluation system is more scientific and up to date in Assam

xxv) The built up area covers the three percent land area in West Bengal where as in Assam, it covers only the two percent land area.

xxvi) The infrastructure of the selected colleges are satisfactory in both the sate.

xxvii) The number of books in the library is satisfactory but seating capacity is inadequate in both the state.

xxviii) All the sixteen colleges use the black-board, books, pictures, charts, encyclopedia etc. as a teaching aid in both the state.

xxix) Science laboratories and special subject rooms in the institution is well equipped in the colleges of West Bengal, But in Assam, it is not well equipped.

xxx) In the both state, the appointment of lecturer in both foundation or methodology course is found particular as prescribed by the NCTE

xxxii) In an average, twenty one percent teachers spend ten to twelve hrs teaching hour in a week. Which is not satisfactory according to the NCTE norms.

xxxii) The present curriculum has not given due waitage to practice and practicals in comparison to theory. Practical classes and practical
examinations demand much more time, labour and expenses without any additional gain in marks in both the state.

xxxiii) Though the lecture method is the most common method in the training colleges, inductive, deductive and experimental methods are also found in some colleges of West Bengal.

xxxiv) The teachers are engaged their trainees in survey, Project work, task allotment, excursion, exhibition or fair, seminar in both the state West Bengal and Assam with accordance to the NCTE norms.

xxxv) The colleges have not sufficient furniture in all its rooms and these are inadequate in number. The sufficient buildings for class rooms are not satisfactory. The library has not subscribe the journals and up to date data. So physical facilities are not necessarily sufficient in the sixteen teachers’ training colleges of West Bengal and Assam.

xxxvi) The time table is flexible in nature and sometimes it is very rigid. Besides, irregular attendance of trainees is not satisfactory. The time table is in consonance according to the need in both the state.

xxxvii) The content of syllabus of training colleges are excessive. The course of study undertaken in the colleges are sometimes rigid. According to most of the teachers, the course of study introduced in the programme is sometimes vague and sometimes knowledge of content creates problem but most of the teachers do have
proper knowledge of objectives of different subjects in both the state West Bengal and Assam.

xxxviii) The Availability of teaching aids, improving of teaching aids and availability of trainees with their text books are not consonance according to the need. At least fifty percent teachers have no problem regarding hand book and knowledge of operating the teaching aids in both the state.

xxxix) The teachers generally live with the slow and passive trainees in the classroom. Maximum number of teachers are motivating the under achievers, identification of poor achievement among the trainees are done sometimes in the both state. The scope of remedial teaching is satisfactory but qualitative improvement among the trainees is not satisfactory in West Bengal and Assam.

xl) In-service training programme is too theopitical and traditional in both the state. Most of the teachers were found to be skilled in handing their trainees but regarding reading habit, it has been observed that most of the trainees do not cultivate it. There prevail congeneal environment in the training colleges for teaching and learning and also influential support is there in the training colleges from the community and parents in both the state Assam and West Bengal.

xli) The teacher-student ration in the B. Ed Colleges of West Bengal is 1:15 where as in Assam, it is 1:18
It is significant that, the management structure of the most of the B.Ed Colleges in West Bengal are Govt. aided. But, in Assam, the management structure is different. Most of the B.Ed Colleges are self financing.

The re-evaluation of the B.Ed Curriculum is not maintained three years interval neither the NCTE nor the Universities.

It is found that, the B.Ed curriculum is inadequate and unrevised for a long time in the maximum number of education colleges of West Bengal and Assam.

The teacher education curriculum framework brought out by the NCTE in 2009 is not implemented even now in the colleges of West Bengal and Assam.

5.3 Concluding Observations:

Teacher, teaching and teacher education are closely linked. Their inter-relation and inter-connectedness is almost axiomatic. From the present study it is revealed how much the curriculum brought out by the NCTE is followed by the B. Ed colleges of West Bengal and Assam and also how much it is significant in present status.

Most of the colleges did not state the objectives of each of the prescribed course but, it is essential to mention the objectives of each of the courses which are followed by the candidates. It also very much essential that the offering courses provide as a teaching specialisation and a student has to offer any two of the offered courses. Although the colleges of West Bengal have not provided any content in the method
subject, it is significant that the syllabi have given weightage to the content in developing the method subject by providing clear cut units on content in each school subject along with the teaching methods. Most of the B. Ed colleges offered only one elective / additional subject. According to the NCTE norms, there should be a number of optional subjects out of which the students will select only two. These optional are intended to develop certain additional competencies among the prospective teachers. The whole spectrum of theoretical courses has, therefore, not only been enriched but also given a professional orientation and outlook which cannot be achieved within the short period of one year. So, it is desirable within a finite time frame that the existing one year B. Ed degree programme is structurally transformed to a two year one, with deeper and more protracted engagement with school based experience and reflective and critical engagement with theory. The practical sessional work syllabus is not systematic all over the West Bengal and Assam. In each of the courses ranging from three to twenty five items should be identified and listed immediately below the content of the course. This type of clear prescription will help the teachers as well as the student to implement and practice. Every college should adopt the grade system in their evaluation scheme in Practice teaching and practiceal work which is in consonance with the NCTE recommendation. All the B. Ed colleges do not give importance to the internship in teaching including field assignment. But, internship in teaching or practice teaching is a very important part of teacher education programme, for it is during this exercise in actual
teaching in real school situation that the trainees encounter several difficulties in putting into practice all they have learnt above teaching. All the colleges of Assam and West Bengal are recognized by NCTE and also University affiliation. It is specified that the college should have 210 working days per year, (365 – 52 Sundays – 103 days for summer and other holidays). Excluding 10 days for admission work, 10 days for examinations, remaining 190 days should be for teaching theory and practical, of which 160 days are for teaching at the institution and 30 days for practice teaching in schools. This is properly maintained by each of the institution. The general candidates are admitted to the B. Ed course with atleast fifty percent marks. Because, the quality of teacher education will depend on the quality of students admitted to the college. So, admission to the college based on merit, subject to such reservations as fixed by the government. It is also very significant that highly qualified candidates are also interested for B. Ed course.

The NCTE norms, therefore, set the minimum essential teaching staff as on Principal and six lecturers (one in each methodology subject) for sixty trainees but, neither the colleges have the minimum number of teaching staff nor atleast one teacher with specialisation in each methodology subject is present in the B. Ed colleges. Beside this, most of the colleges do not have sufficient number of supporting staff or non teaching staff as determined by the NCTE. It is strongly felt that the implementation of all the above recommendations will be almost impossible, if a fundamental change in the organisation of courses does
not take place the rigid system of the yearwise courses will have to be replaced by the semester system. But the semester system does not introduce for effective participation and practice of the content in most of the B. Ed colleges. The new emphasis on the development of socio-emotional characteristics of the teacher trainee and performance-based teacher education makes it obligatory that a reliable and valid internal system of evaluation is developed. Though the number of books in the library is satisfactory but seating capacity is inadequate in both the state. The laboratories have to be well-equipped with apparatus, instruments and tools necessary for a group of 15 to 20 trainees to work simultaneously. But, it is not well equipped in Assam. The total teaching work-load in a college of teacher education having sixty students is for 146 man hours per week. So, eighteen hours of work-load per week for a college teacher is essential when the number of teacher is eight. But, it is not followed all over the B. Ed colleges in West Bengal and Assam. The present curriculum has not given due weightage to practice and practicals in comparison to theory. Practical classes and practical examination demand much more time, labour and expenses without any additional gain in marks.

The colleges have not sufficient furniture in all its rooms and these are inadequate in number. The sufficient buildings for class rooms are not satisfactory. The library has not subscribe the journals and up to date data. So, it is noted that, the college will have appropriate furniture, building, library to meet the requirements of the number of trainees and staff of the
college. Irregular attendance of trainees is not satisfactory. So, it is recommended that the course should be necessarily residential. The course of study undertaken in the colleges are sometimes rigid. The teacher education demand development of new methods of teaching. This demands, in the first place, that the teacher educator himself should be equipped well with enriched content, knowledge of integrated methodology, skills to conduct work experience activities, physical education and recreational activities. Normally teacher educator and trainee ratio being 1:10. But the ratio is not properly maintained in the each B. Ed college. The re-evaluation of the B. Ed curriculum is not maintained three years interval neither the NCTE nor the Universities. The B. Ed curriculum is inadequate and un-revised for a long time in most of the B. Ed colleges.the teacher education curriculum framework brought out by the NCTE in 2009 is not implecated even now in the B.Ed colleges of West Bengal and Assam.

5.4 Suggestions and implications:

The suggestions based on the findings of the investigation are given below:

i) It is urgently require developing the course by mentioning the objectives of each of the courses which are followed by the contents for achieving those objectives.

ii) It is necessary and urgent to introduce the additional specialization keeping in view the NCTE curriculum.
iii) Another strategy may be the syllabi have to give weightage to the content in developing the method subject by providing clear cut units on content in each school subject along with the teaching method.

iv) It is necessary and urgent to introduce two elective subjects in the B. Ed course.

v) The practical sessional work syllabus of each B. Ed College should be very systematic.

vi) Adoption of grading system in the evaluation scheme is essential for all the Universities.

vii) All the B. Ed colleges must give importance to the internship in teaching including field assignment.

viii) The semester system should be introduced for effective participation and practice of the content in all the Universities.

ix) According to the recommendations of the UGC Curriculum Committee the B. Ed course must be of two years duration.

x) Special care must be taken in filling up of the vacant post in teaching and supporting staff.

xi) It is necessary to improve to the evaluation system more scientific and up to date.

xii) More, better and cheaper hostel facilities for the trainees should be provided.

xiii) Stress should be given in practical rather than theory.
xiv) Up to date library with its sufficient seating capacity is essential for all the B. Ed colleges.

xv) The college which are established prior to the establishment of NCTE must be up graded with regard to built up area and of the land for the purpose

xvi) It needs sufficient number of furniture, buildings for class rooms etc.

xvii) Some sort of guidance and special care may be arranged for the slow and passive trainees.

xviii) Infrastructure condition of the colleges should be attractive and seating arrangement and also other necessary arrangement should be made properly.

xix) It is necessary that the teacher-student ratio should be 1:10.

xx) A little gain can be expected from the part time teachers of teacher education colleges. Therefore, it is necessary to minimize the percentage of part time teacher.

xxi) There should be a ‘school complex’ under each secondary teacher education institution and workshop, seminar, discussion etc. should be organized in schools initiated by the secondary teacher education institutions.

xxii) A teacher education college must be equipped with all resources before going to start its academic activity.

xxiii) Innovative approaches, such as, team teaching, simulated teaching, computer assisted instruction, individualized instruction etc. should be introduced in the B. Ed colleges.
xxiv) Every B. Ed College should possess an educational laboratory and a well equipped room for practice teaching class.

xxv) Working hour should be implemented minimum twenty hours in a week for each and every teacher of the B. Ed College.

5.5 Suggestions for Further Study:

As no investigation has been made in the field of Secondary Teacher Education Curriculum in West Bengal and Assam, qualitative study needs to be undertaken on a much larger scale. On the basis of the present study the investigator suggests a few problems below for further investigation.

i) Study can be made on internship of secondary teacher education programme.

ii) A comparative study can be taken up on established facilities with that of existing facilities in the secondary teacher education colleges.

iii) It is needed to a comparative study on the factors effecting the professional growth of teacher educators in the secondary teacher education institution in West Bengal and Assam.

iv) A detailed study on curriculum prevailed in the teacher education college of West Bengal.

v) A detailed study on curriculum prevailed in the teacher education college of Assam.
vi) A study can be taken up on relationship between teacher educators and student teachers of secondary teacher education institution.

vii) Investigation on variables which affects the class-room teaching can be taken up.

viii) Study can be taken up on what extent the resources, such as, computers, audio-visual materials and other special arrangements are available in the teacher education institutions.