CHAPTER-V

MAJOR FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the present scenario of Globalization intellectual property is valued the most. And the increased need of human resources caused by globalization-necessitated privatization of higher education. This resulted in mushrooming of teacher training institutions and colleges of teacher education. Quality cannot be maintained in such institutions. So to cope with the effects of globalization and privatization of teacher education the system of teacher education and teacher educator preparation has to be reoriented and restructured. Revamping of teacher education and teacher educator preparation is necessary to upgrade, enrich and maintain proper balance between quality and quantity of teacher education.

The present educational system has to be modified so as to enable every citizen to set a real goal in life, develop healthy competition between people belong to different regions, castes, religions and languages and thereby to eliminate the atrocities and terrorism from the minds of people. To result a salient change in the educational system teacher educators and
educationists are to be made competitive and imaginative enough to initiate modifications. Primarily the modifications should be brought about in the preparation of teacher educators.

The reason for undertaking, strengthening and accelerating research on teacher education is explained by the need for systematically developing an empirical base for taking sound decision about teacher education.

5.2 NEED FOR THE STUDY

Review of related studies revealed the following:

- Researches based on empirically established need for professionally equipped Teacher Educators are practically nil.
- There are no studies on Teacher Educator Preparation Course.
- Studies for enriching Teacher Educator Preparation Curriculum are nil.

5.3 SCOPE OF THE STUDY

- The study was restricted to the analysis of the curriculum for M.Ed. Programme prescribed by Indian Universities.
- Curricula of 37 universities were analyzed to find out the gaps and bridge them by enriching the curriculum.
• The experimental part of the study is restricted to the M.Ed. students of Farook Training College affiliated to the University of Calicut.

• The duration of the experiment was 48 hours spread over the whole academic year.

5.4 RESTATEMENT OF THE PROBLEM

Title

“Enriching Teacher Educator Preparation Curriculum and testing its effectiveness”

5.5 DEFINITION OF KEY EXPRESSIONS IN THE TITLE

Enriching

This refers to updating the existing M.Ed. curriculum by adding new inputs based on analysis of the curriculum prescribed for M.Ed. by Indian Universities and also on the expressed needs of teacher educators, M.Ed. students and Heads of colleges and University Departments of Education.

Teacher Educator Preparation Curriculum

‘Teacher Educator Preparation Curriculum’ in the title means the M.Ed. Program offered in affiliated colleges and Departments of Education of various universities in the country. It further refers to the
totality of aspects and dimensions of the curriculum offered to reach its academic aspects to student teacher educators.

5.6 ASSUMPTIONS

- The role of teacher educator is very demanding in terms of training skills, research guidance, teaching, curriculum designing and policy making which do not find place in the present teacher educator preparation curriculum.

- The present curriculum for teacher educator preparation curriculum needs improvement in order to provide enriched experiences to student trainers to perform better.

- It is possible to enrich teacher educator preparation curriculum.

- The enriched curriculum will be effective in enhancing the selected competencies.

5.7 HYPOTHESES OF THE STUDY

- The enriched M.Ed. curriculum will significantly enhance research guidance competency of M.Ed. students with respect to problem selection.
• The enriched M.Ed. curriculum will significantly enhance the micro teaching training competency of M.Ed. students.

5.8 RESEARCH QUESTIONS

• What are the different aspects of M.Ed. curriculum?
• What are the different dimensions of each of the aspects of M.Ed. curriculum?
• What are the most common aspects and dimensions found in M.Ed. curricula of different universities in the country?
• What new aspects and dimensions are to be added to prepare an enriched M.Ed. curriculum?
• Will the enriched M.Ed. curriculum be effective in enhancing any competency of M.Ed. students?
• How can the effectiveness of enriched M.Ed. curriculum be tested?

5.9 MAJOR OBJECTIVE OF THE STUDY

• To enrich the existing M.Ed. Curriculum

5.10 ADDITIONAL OBJECTIVES OF THE STUDY

• To identify the gaps in the existing M.Ed. curriculum.
• To fill the gaps in the existing M.Ed. Curriculum by enriching with modified and new inputs.
• To enhance the research guidance competency of M.Ed. students with respect to problem selection through implementing enriched curricular inputs.

• To enhance the micro teaching training competency of M.Ed. students through enriched curricular inputs.

5.11 METHODOLOGY

The study was carried out in two stages. The first stage of the study was content analysis. In the second stage experimental design was adopted. The two stages altogether included the following phases.

Collection of curricula

The investigator collected M.Ed. curricula from 37 Universities located in all the four parts of India.

Content analysis

Content Analysis was done to get a clear picture of the different aspects and dimensions of M.Ed. curriculum in various universities.

Critical analysis

The dimension wise breakup of percentage of universities offering the
course was found out in order to identify the dimension offered by higher percentage of universities. The gaps of the existing M.Ed. curricula were identified in this phase.

**Updating Curriculum**

It was done by incorporating the most common curricular aspects and dimensions identified after analysing and critically analysing the curricula collected for investigation.

**Validating the Updated Curriculum**

The updated curriculum was validated by consulting it with curriculum experts and teacher educators in the Departments Education from Alagappa University and university of Calicut.

**Enriching the Curriculum**

The most common curricular aspects prescribed in various universities were identified and combined. In order to validate the criteria used to analyze the collected curricula, teacher educators and curriculum design experts were consulted. Then based on the discussion the M.Ed. curriculum was enriched.
Expert Validation

After enrichment the investigator established the validity of the enriched curriculum with the help of experienced teacher educators and curriculum experts.

Experimentation

Two aspects of the curriculum were implemented on M.Ed. students of the college where the investigator is working as a teacher educator.

Evaluation

The investigator implemented two dimensions of enriched curriculum -- research guidance competency and micro teaching training competency -- to find out the effectiveness. The performance of M.Ed. students before and after the treatment was assessed and the difference in their performance was calculated using statistical technique.

Statistical Techniques Employed

Percentage analysis was done to find out the aspects and dimensions offered by higher percentage of universities.
T-test to find the significance of difference between the pre-test and post-test mean scores of research guidance competency and micro teaching training competency.

5.12 LIMITATIONS OF THE STUDY

There were certain constraints faced by the investigator during the course of this research.

- The investigator could not analyze the content of optional subjects as there are 90 subjects offered as optional or elective subjects and there was not enough time.
- The enriched curricular inputs could be tested only on a sample of nineteen M.Ed. students which is the strength of M.Ed. students where the investigator is working.
- Since the study was restricted to the M.Ed. students of Farook Training College, no broad generalization was warranted.
- Since the study was restricted to major components of curricula, enrichment could not be made in the theoretical part of the curriculum.
• Only single group Pre-test – treatment – Post-test design was adopted to test the effectiveness of the enriched aspects, because the whole class was participating in the test and experimentation.

• The curricula analysed were prescribed in various periods ranging from 2002 to 2010 and hence revision done after the content analysis was carried out could not be taken into account for the study.

5.13 FINDINGS OF THE STUDY

1. The enriched M.Ed. curricular aspect has significantly enhanced the Research Guidance Competency of M.Ed. students with respect to ‘Problem Selection’.

2. The enriched M.Ed. curricular aspect has significantly enhanced the Micro Teaching Training Competency of M.Ed. students.

As answers to the research questions asked the following findings are given;

3. The different aspects of M.Ed. Curriculum identified by the investigator were;
   - Mode of offering the course
   - Duration of offering the course
**FINDINGS**

- Pattern of offering the course
- Syllabus
- Category of Subjects
- Objectives stated in the Subjects
- Mode of Transaction of Curriculum
- Resource Materials listed
- Scheme of Examination

4. In 87% of the Universities M.Ed. Programme is offered through regular mode, in 8% it is through regular and part-time modes and in 5% it is through distance mode.

5. In 87% of the Universities the duration of M.Ed. Programme is one year. In 8% it is one year for regular mode and two years for part-time mode and in 5% it is two years.

6. In 54% of the universities Semester pattern is followed for M.Ed. Programme and in 46% Non-semester pattern is followed.

7. In all the universities Lecturing is a major mode of instruction.

8. In 73% of the universities practicum is included in the curriculum and in 27% practicum is not offered.
9. In 22% of the universities field based activity is offered as a practical activity and in 78% it is not offered.

10. In 78% of the universities dissertation is offered as a practical activity and in 22% it is not mentioned in the curricula.

11. In 57% of the universities three core subjects are offered and four, five, six, seven and eight core subjects are offered respectively by 19%, 3%, 11%, 5% and 5% of universities.

12. In 51% of the universities two groups of optional subjects are offered, in 43% it is one and in 6% it is 3 groups.

13. In 86% of the universities two optional subjects are offered, in 8% it is three, in 3% it is one and in another 3% it is four.

14. All the universities offer both core and optional subjects.

15. In 89% of the universities Philosophy and sociology of education is offered as a core subject and in 11% it is not offered.

16. In 97% of the universities Advanced Educational Psychology is offered as a core subject and in 3% it is not offered.

17. In 97% of the universities Research Methodology and Educational Statistics is offered as a core subject and in 3% it is not offered.
18. Out of eight units identified in Philosophy of Education the units ‘The Concept Philosophy of Education’, ‘Western Schools of Philosophy’, ‘Indian Schools of Philosophy’, ‘Branches of Philosophy’, and ‘Thinkers and Philosophers’ are offered respectively by 70%, 62%, 57%, 51% and 51% of universities. The remaining units are offered by less than 36% of universities.

19. Out of 16 units identified in Sociology of Education the units ‘The Concept of Educational Sociology’, ‘Social Change’, ‘Culture’ of are offered respectively by 65%, 57% and 51% of universities. The remaining units are offered by less than 36% of universities.

20. Out of 18 units identified in Advanced Educational Psychology the units ‘Learning and Instruction’, ‘Intelligence’, ‘Personality’, ‘Introduction to Psychology’ and ‘Child Development’ are offered respectively by 76%, 70%, 70%, 65% and 62% of universities. The remaining units are offered by less than 39% of universities.

21. Out of eight units identified in Research Methodology the units ‘Designing a Research Plan’, ‘Introduction to Research’ and ‘Methods of Research’ are offered respectively by 78%, 68% and 62% of
universities. The remaining units are offered by less than 33% of universities.

22. In the curricula of 86% of universities resource materials for subjects are listed, in 11% it is partially listed and in 3% it is not listed at all.

23. In the curricula of 73% of universities Scheme of examination is described and in 27% it is not described.

24. The total marks offered by different universities ranges from 350 to 1300 in 10 categories. In 41% of the universities the total marks offered is 800, all other categories are offered by less than 15% of the universities.

25. Theory marks offered by different universities per subject ranges from 35 to 100 in six categories.

26. In 41% of the universities marks for theory is 75 per subject, other categories are offered by less than 23% of the universities.

27. Marks for practicum offered by different universities per subject ranges from 10 to 60 in seven categories.

28. In 44% of the universities marks for practicum is 25 per subject, other categories are offered by less than 22% of the universities.
29. Marks for practical – dissertation -- offered by different universities ranges from 75 to 300 in nine categories.

30. In 30% of the universities total marks for dissertation is 100, in 23% it is 150, in 15% it is 200 and the other categories are offered by less than 8% of the universities.

31. The important features of the enriched M.Ed. curriculum are;

- Pattern of the course : Trimester
- Explicit Performances : Competencies
- Ranking criteria : Credit
- Number of Core Subjects : Four
- Added Educational Technology as a core subject
- Optional subjects are offered in two categories
  - Specialization subject and Elective Subject
- Number of Specialization Subjects : Two
- Number of Elective Subjects : Two
- Adding practicum for all theory papers
- Adding Separate Practical activities for Specialization Subjects
FINDINGS

- Adding Separate Course practical activities for Professional Development
- Application of Micro level Competency developing strategy
- Peer Evaluation System
- Assigning 1 Credit to 1 Competency
  
  8 Points to 1 Credit
  5 Marks to 1 Point
  24 Hours to master one Competency

5.14 DISCUSSION

The review of studies showed that no study was done on M.Ed. curriculum and to enhance competencies of M.Ed. students. However there were many studies on B.Ed. Curriculum.

The present study showed that enriched M.Ed. curricular inputs enhanced the research guidance competency and micro teaching training competency of M.Ed. students.

The general format for competency building applied by the investigator can be used to enhance other competencies prescribed in the curriculum.
As the competency building strategy practiced in the present study concentrated on peer evaluation it will be more motivating and interesting for M.Ed. Students which will make them actively engaged in competency building throughout the course.

Review of studies on secondary and primary teacher education revealed that giving micro level attention to students could enhance the competencies of students.

Relating the findings of the study to those of similar researches is difficult because there are no studies in this area.

5.15 RECOMMENDATIONS

- The M.Ed. curricula of Indian universities need to be revised.
- M.Ed. Programme should have 50% theoretical and 50% practical inputs
- Since 11% of the universities under study are not offering the Core subject, Philosophy and sociology of Education it is recommended that foundation subjects should be offered compulsorily as Core Subjects.
• Frequent revisions of M.Ed. curricula to keep in tune with recent developments in teacher education should be done which is mandatory.

• Workshops may be organized for teacher educators to develop in them the mastery of competency building strategy.

• Refresher courses may be conducted for teacher educators to convince them on the professional aspects of teaching and teacher education.

• M.Ed. students may be trained to be professional educationists in all respects by applying the enriched curriculum.

• A common platform may be formed for M.Ed. students of the University Education Department and the Colleges of Education so as to give them opportunity to meet and interact once in a month and develop the competencies offered by the enriched curriculum.

• A Journal may be published in every college of education with M.Ed. Programme and in the University Education Departments for M.Ed. students to publish their articles.

• A state level conference may be organized for M.Ed. students twice in an academic year to demonstrate the enhanced skills of the students.
• A national level meet of M.Ed. students may be organized once in an academic year to make them aware of their role and responsibilities in achieving national integration and to make them strive for it.

• Trimester pattern may be followed for offering M.Ed. programme in the universities.

• ‘Credit’ may be made the ranking criterion.

• Educational Technology may be offered as a core subject. By all the universities.

• M.Ed. students may be given opportunities to specialize in two subjects uniformly in all the universities.

• Choice Based Credit System should be adopted for offering M.Ed. Programme.

• M.Ed. Programme should be offered exclusively through Regular Mode.

• Appropriate practical activities may be offered for the competency development of M.Ed. students.

• Opportunities to practice micro level competency developing strategy may be provided to M.Ed. students.
• Peer Evaluation System among M.Ed. Students may be included in the curriculum to make them active and committed to develop competencies.

• To develop one single competency 24 hours of time may be allotted in the curriculum.

5.16 SUGGESTIONS FOR FURTHER RESEARCH

In the present study the investigator identified the gaps in the existing M.Ed. curriculum and filled the gaps by enriching it with improved curricular inputs to enhance the professional standard of the M.Ed. Programme. Based on findings of the study the investigator has the following suggestions for further research.

1. The effectiveness of adding separate Course Practical Activities for Professional Development may be explored.

2. The effectiveness of trimester pattern of M.Ed. Programme may be experimentally tested.

3. Qualitative research may be carried out to prioritize the essential competencies required of teacher educators.
4. Strategies to develop these selected competencies may be empirically tested.

5. Designing and validation of curriculum for Integrated Teacher Educator Preparation course may be investigated.

6. The effectiveness of the present study may be tested on M.Ed. students of other colleges of Education and University Departments.

7. Designing and validation of In service programme Curriculum may be investigated with a view to enhance professional development of College Teachers.

5.17 CONCLUSION

Every stages of education is to be re-organized and every aspect and dimension of various stages of education is to be re-strengthened and for this the teacher preparation is to be revitalized more urgently because the future of nation is in the hands of teachers. In order to meet tall these noble aims, vibrant, competent, committed and professionally equipped teacher educators are to be emerged. So every aspect of teacher educator should be revalidated first. As per the Kothari Education Commission,” the teacher shapes India in her classrooms, but the caliber of the teacher, who is to shape the nation, depends largely on the type of teacher educators we
produce. A teacher can make or mar a nation through the role assigned to him and played by him, it will not be an exaggeration to state the future of India is in the hands of the teachers.”