SUMMARY AND CONCLUSIONS

Restatement of the problem - Description of the procedures used - Principal findings and Conclusions - Discussions - Suggestions
CHAPTER VII

SUMMARY AND CONCLUSIONS

This Chapter has been divided into the following parts:

(i) Restatement of the problem
(ii) Description of the procedures used
(iii) Principal findings and conclusions
(iv) Discussion
(v) Suggestions

Restatement of the Problem

As has been mentioned earlier that our teachers' training colleges are riddled with multi-dimensional problems and as a result are virtually in shambles. It is an admitted fact that these problems ridden colleges fall short of their expected norms and standards. This is why questions about the validity of their existence and talks of their survival are also forthcoming from some parts of the country. In short, they face the danger of extinction.

From amongst the important problems facing our colleges, the problem of dissonance is the most pressing one. In other words, the theoretical knowledge provided
by them does not fit into the actual school situation. Due to this, the practical training which the trainees get remains the weakest link in the whole programme of teacher education. In order to solve this problem (dissonance), the wholehearted cooperation of the practising schools is highly desirable. With a view to realizing this aim, it was thought to study the problems of training colleges with regard to practising schools. By studying these problems, ways for resolving them would be found out and this would inexorably pave way for ensuring unstinking and willing cooperation from practising schools. Hence, the topic of the study was: "A Survey of the Problems of Teachers' Training Colleges with Regard to Practising Schools".

Procedures of the Investigation

For the sake of convenience, the procedures used in the study can be classified into the following parts:

(i) the sample
(ii) the instruments of the study
(iii) the statistical procedures.

The Sample. In the present study, a combination of random and cluster sampling was used. The total sample of the study was of 730, of these, 20 were
principals, 100 teacher educators, 500 student teachers, 30 and 70 headmasters and teachers respectively and 10 educationists who expressed their opinion on demand.

The Instruments of the Study. Interview, the questionnaires, a checklist and an opinionnaire were the instruments that were used in carrying out the study. At the outset, these instruments were prepared tentatively and after making preliminary try-outs and modifications, final formats were prepared. In order to avoid the problem of non-return, most of them were administered personally.

The Statistical Procedures Used. Chi-square, OR, simple percentage and ranking and weightings of the items were the statistical procedures used in the study.

Principal Findings and Conclusions

Findings are concerned with facts and conclusions with acceptance or rejection of the hypothesis.

As the present study included in its ambit, student teachers, teacher educators, principals, headmasters, cooperating teachers and ten educationists, the description of this section will be done in relation to each of them separately.
A. In Respect of the Student Teachers

(i) Responsibilities of Student Teachers. Fifty three per cent of the student teachers of U.P. and 31% of Gujarat admitted that they failed to perform their responsibilities satisfactorily.

Both the groups were found to differ significantly in this respect.

The student teachers of U.P. as well as Gujarat attributed to the lack of adequate time as the most important reason for their failure.

(ii) Demonstration Lessons. Sixty four per cent of the student teachers of U.P. as against 82% of Gujarat opined that the demonstration lessons were useful for them.

(iii) Lesson Plans. Thirty eight per cent of the student teachers of U.P. reported that they faced the problem "How to introduce the unit ?" maximally, whereas 30% of Gujarat stated to face the problem, "How to divide the unit in a proper way ?" maximally.
(iv) **Correction and Guidance of Lesson Plans.**

Thirty one per cent of the U.P. student teachers as against 55% of Gujarat stated that teacher educators generally lacked competence in respect of giving guidance properly.

With reference to this problem, the result did not support the null hypothesis.

(v) **Nature of the Teaching Experience.** Under the dispensation of block teaching system, the problem, "It creates strain upon you" was accorded the first rank by both U.P. and Gujarat student teachers.

(vi) **Practising Schools.** In terms of the problem, "there is not enough accommodation in the class-room", 31% of the U.P. student teachers and 19% of Gujarat stated that they faced it very frequently.

The null hypothesis was not accepted with respect to this problem.

(viii) **Follow-up of Practice Lessons.** In the wake of negative remarks of supervisors, the percentage of feeling of stimulation was 64 for U.P. and 80 for the Gujarat student teachers.

(ix) **Shortage of time.** Ninety two per cent of the student teachers of U.P. as against 54% of Gujarat reported to be afflicted with this problem.
With regard to this problem, the result could not support the null hypothesis.

(x) **Motivation.** Sixty three per cent of the U.P. student teachers and 67% of Gujarat felt the problem of having self motivation for practice teaching.

In this case, the null hypothesis was confirmed by the findings.

After looking at the above facts, it can be safely concluded that as a whole, the student teachers of U.P. reported to face more problems than those of Gujarat.

**B. In Respect of the Teacher Educators**

(1) **Responsibilities of Teacher Educators.** Seventy four per cent of the U.P. teacher educators and 36% of Gujarat reported that they failed to perform their responsibilities during student teaching satisfactorily.

Both the groups differed significantly with reference to this problem.

According to the teacher educators of U.P., unsuitable and mechanical form of practice teaching was the most important reason for their failure, while the teacher educators of Gujarat attributed to the lack of time.
(ii) Supervisory Functions. Twenty eight per cent of the teacher educators of U.P. as against 76% of Gujarat expressed their satisfaction with their supervisory functions.

The null hypothesis was abandoned with regard to this problem.

(iii) Problems of a College Coordinator.
Sixty four per cent of the U.P. and 56% of the Gujarat teacher educators stated that they had to work as college coordinators.

"How to establish good relationship with the practising schools?" and "how to frame suitable timetable for the student teachers?" were termed as the most difficult problems according to the teacher educators of U.P. and Gujarat respectively.

(iv) Professional Growth. Twenty two per cent of the teacher educators of U.P. and 16% of Gujarat admitted they lacked professional efficiency for guiding the student teachers satisfactorily.

With respect to this problem, both the groups did not differ significantly and the null hypothesis was retained.
(v) **Demonstration Lessons.** Sixty-two per cent of the U.P. teacher educators as against 94% of Gujarat stated that they were required to give demonstration lessons.

The problem, "you donot get training for giving demonstration lessons" was accorded the first rank by the U.P. teacher educators. The teacher educators of Gujarat gave the same rank to the problem", you feel that there is a lack of unanimous approach in respect of giving demonstration lessons in an appropriate way".

(vi) **Guidance and Correction of Lesson Plans.** Twenty-six per cent of the teacher educators of U.P. and 36% of Gujarat opined that the problem, "the student teachers want spoon feeding", afflicted them maximally.

In terms of this problem, the finding confirmed the null hypothesis.

(vii) **Shortage of Time.** Eighty-two per cent of the teacher educators of U.P. and 74% of Gujarat admitted that they faced this problem in performing their works related to student teaching.

The finding confirmed the null hypothesis.

The teacher educators of U.P. as well as Gujarat admitted that the problem, "How to provide
adequate and requisite theoretical knowledge before sending the student teachers for practice teaching?" was the most significant.

(viii) Practising Schools. The largest percentage (64%) of the teacher educators of U.P. stated that they faced the problem, "the school authorities limit the period of practice teaching to a short duration of time" frequently. Forty two per cent of the teacher educators of Gujarat opined for the problem. They are not willing to reshuffle the time-table of the school according to the needs of the training college.

The chi-square value was found to be the highest (26.2) with reference to the problem, "school authorities are conservative". Hence the null hypothesis was disconfirmed.

(ix) Evaluation. Seventy eight per cent of the U.P. teacher educators and 98% of Gujarat admitted the prevalence of the system of internal assessment of student teaching.

The largest percentage (80%) of the teacher educators of U.P. agreed with the problem, "the heads/principals have sole monopoly over it". Forty two per cent of the Gujarat teacher educators agreed with the problem, "It is not reliable".
C. In Respect of the Principals.

(i) Objectives of Student Teaching. All the principals of Gujarat and U.P. with the exception of one from U.P. stated that they were unsuccessful in arranging the practice teaching programme to realize the objectives of student teaching satisfactorily.

"Non-cooperation of the practising schools" and "Lack of adequate time" were pointed out as the most important reasons for their failure by the U.P. and Gujarat principals respectively.

(ii) Demonstration Schools. Two of the principals of U.P. and 8 of Gujarat stated that they were having demonstration schools attached to their colleges.

(iii) Practising Schools. Eight of the principals of U.P. as against 3 of Gujarat admitted that they faced the problem of having adequate number of practising schools for arranging student teaching.

According to the principals of Gujarat as well as U.P., the problem, "the heads of the practising schools generally do not want to reshuffle the timetable of the school according to the needs of the training college" was the most significant.
(iv) Supervision of Student Teaching. Two of the principals of U.P. as against 8 of Gujarat replied that they were satisfied with their supervisory functions.

The principals of U.P. and Gujarat rated the problems, "you lack any worthwhile proforma" and 'your administrative workload is very heavy' respectively as the most important.

(v) Shortage of Time. Nine of the U.P. principals and seven of Gujarat admitted that they felt this problem in the arrangement and execution of the student teaching programme.

The principals of both states were unanimous in accepting the problem of "providing adequate theoretical knowledge before sending the student teachers for practice teaching" as the most acute.

(vi) Finance. All the principals of U.P. as against 6 of Gujarat stated that they faced financial hindrances in the arrangement of student teaching.

The principals of U.P. as well as of Gujarat opined that the problem of giving financial support to the teacher educators for their works during off-campus teaching was the most complex.
(vii) **Evaluation.** None of the principals of U.P. and only one of Gujarat replied that they were satisfied with the evaluation system of student teaching.

"The present system of evaluation is highly subjective" was accepted as the most serious drawback by the principals of both states.

(viii) **Artificial Nature of Student Teaching.** Nine of the U.P. principals and 5 of Gujarat admitted that the nature of student teaching was artificial.

"It is not systematic and adequate" was accepted as the most serious flaw by the principals of both states.

From the accounts given above, it is apparent that some problems are equally troublesome and pervasive in both states. However, in sum, it can be concluded that the principals of U.P. faced more problems than those of Gujarat.

D. **In Respect of the Headmasters**

(1) The largest percentage (80%) of the headmasters of U.P. reported that they faced the problem of "dealing with student teachers who are more interested in practising their methods and not covering the courses" very much. Forty per cent of the Gujarat headmasters (the largest) pointed out the problem of "establishing good relationship with training colleges". 
(ii) Of the 20 problems, the headmasters of both states differed significantly in 11. They differed very highly with regard to the problem of "reminding student teachers to return books borrowed by them from the school library or pupils".

E. In Respect of the Teachers

(i) The largest percentage (69.70) of the teachers of U.P. stated that they faced the problem of "arranging time-table to suit the optional teaching subjects of student teacher without upsetting the routine time-table of the schools" very much, whereas 46% of the teachers of Gujarat reported the problem of "establishing good relationship with training colleges".

Out of the 20 problems, the teachers of both states differed significantly in sixteen. They differed very highly in regard to the problem of "getting financial assistance for obligations during student teaching".

F. In Respect of the Ten Educationists

(i) All were of the view that the objectives of student teaching were not fully realized.

(ii) Only 3 of them opined that the course of student teaching was not adequate.

(iii) Barring one respondent, every one was in favour of the idea of having demonstration school for
each training college.

(iv) Every one was in agreement that the supervision of student teaching was full of defects.

(v) Out of the ten educationists, 7 opined that the duration of student teaching was adequate.

(vi) Most of the respondents preferred "stray-cum-block teaching system".

(vii) Almost everyone admitted that the relationship between colleges and schools was not harmonious.

(viii) Most of them considered the existing arrangement for correcting notes of lessons as unsatisfactory.

(ix) Evaluation system was defective, was admitted by all.

(x) With the exception of one, every one disapproved the idea that the student teaching was not organized on proper lines due to financial constraints.

(xi) All but one advocated for organizing refresher courses for teacher educators.

(xii) Six out of the total respondents admitted that practising schools face some problems during student teaching.
Discussion

It is evident from the findings that the teachers' training colleges of both states were afflicted with several problems. But as a whole, the student teachers, the teacher educators and the principals of U.P. appeared to be comparatively more concerned and affected with them than their counterparts in Gujarat. The headmasters and teachers of practising schools faced the problem of having positive attitude towards student teaching.

For the sake of convenience, the problems envisaged in the study can be classified and generalized into the following parts:

(i) The problems concerning the philosophy lying at the root

(ii) The problems concerning the objectives to be realized.

(iii) The problems concerning the nature of activities involved.

(iv) The problems concerning inter-personal relationship.

(v) The problems concerning gains and dimensions.

(i) The teachers' training colleges face the problem of fulfilling certain philosophical expectations.
In fact, they do not have any sound philosophy. As a result, the student teachers fail to develop in themselves a sort of challenging personality and are satisfied with being cramped in traditional frame.

(ii) The objectives of student teaching appear to be very limited and narrow. They are concerned only with the prescribed number of lessons and their formal completion rather than with the sound development of those intellectual and professional skills which provide a ballast to depend on in times of uncertainties as a career teacher.

(iii) The present system of practice teaching woefully lacks an array of activities which can create and sustain interest and tempt and challenge every one of them into a purposeful and cooperative venture.

(iv) This (fourth problem) refers to the link of human relationship in practice teaching programme. The programme is devoid of mutual faith and empathy which are essential for producing warm and abiding bond to bind them all.

(v) This problem (the fifth) is the culmination of the above mentioned four problems. At the end of all activities and rituals, the student teachers fail
to cultivate the essential qualities of a successful teacher. They are contended to get degrees which serve as a passport for getting employment.

There is an urgent need to take a realistic stock of these problems and try out suitable solutions to spare spectacular collapse of the colleges in not-too-distant future. There is other alternative to escape from the inevitable.

Suggestions

A. Suggestions for Improving Educational Practices.

(i) Student teaching should be based upon a sound philosophy.

(ii) Objectives of student teaching should be fixed on the basis of that sound philosophy.

(iii) Student teaching should be systematic. Before its formal start, demonstration lessons in adequate number, observation of teaching of experienced teachers and adequate theoretical knowledge of practice teaching should be provided.

(iv) Internship should be introduced to provide real experiences of a teacher's life.

(v) The scope of student teaching should be comprehensive.

(vi) Admission procedures should be made scientific for admitting good student teachers.

(vii) Refresher courses should be organized for teacher educators.
(viii) A scientific proforma should be developed to conduct the supervision of student teaching.

(ix) The system of holding of group discussion and individual feedback should be introduced.

(x) Every training college should have its own experimental school.

(xi) The period of the training should be extended by one more year.

(xii) For ensuring cooperation from practising schools, the following measures may be useful:

(a) **Administrative Reforms.** At the administrative level, the schools should be instructed to extend whole-hearted cooperation to the training colleges.

(b) **Academic Reforms.** Every effort should be made to solve the fundamental problem of relating theory to practice.

(c) **Organization of Meets.** The training colleges should convene frequent meetings of the practising school teachers to discuss the problems of student teaching and ways to find out their solution. The principal and the staff members of the training colleges should pay occasional visits to the schools to ensure the relationship warm and friendly.

(d) **Material Assistance from Training Colleges to Practising Schools.** Maps, charts, pictures, roll-up boards and other aids prepared by the student teachers should be given to the practising schools. If possible scholarships and book aids should be
provided to the bright students of the schools.

(e) **Organizing Co-curricular Activities.**
Competition in poem recitation, essay writing, story writing, sports, drama and music etc. should be organized. Training colleges and schools should jointly participate in cultural programmes.

(f) **Additional Academic Help.** Teacher educators and student teachers should help the practising schools by conducting teaching if they face the problem of the shortage of teachers. Besides, the teachers should be allowed to use the training college library and other available facilities. Extra coaching of the weaker students would develop good will and understanding.

(g) **Personal obligations to the Head of the School.** A few seats for admission to the B.Ed. course should be reserved for the candidates recommended by the school heads. Besides, the principal and the senior staff members should be given the right to evaluate the student teachers.

(h) **Behaviour of Teacher Educators.** The teacher educator should behave as a friend of the teachers of the school and not as a superior person who deserves special treatment. The school should be free from the fear of much domination by the colleges. The teacher educator should not forget that the teacher training is a joint responsibility between the schools as the consumer of teacher education and the colleges as a producer. In hierarchy, there is no possibility for a division of labour between the producer and the consumer because the consumer also lends his support in production.

(xiii) **Evaluation**

(a) Evaluation of student teaching should be done in terms of its objectives.
(b) It should be based on some scientific proforma.
(c) It should be comprehensive.
(d) It should be continuous.

The above mentioned measures would go a long way to stem the rot set in our training colleges.

Suggestions for Further Research

The present study has brought to light some important areas which require further investigation. They are as follows:

(i) Studies should be conducted to probe into the problems of primary teachers' training colleges with regard to practising schools.

(ii) Studies using the variables like sex, experience and areas should be undertaken with regard to the present problem.

(iii) Investigations like the present one should be extended to other universities and areas for a more comprehensive study.

(iv) Attitudes of practising school members towards student teaching should be measured.

(v) For conducting more intensive studies, investigations should be carried out on the problems of principals, teacher educators of student teachers individually and separately.

(vi) Studies concerning the ways of ensuring cooperation of practising schools should be conducted.