CHAPTER - V

CONCLUSION AND DISCUSSION OF RESULTS

"No part of a study is more important than any other part, since a defect in any part will automatically affect the whole study. If however, one part can be singled out as all important, it is the selection which state the conclusions, for this is the section that presents what the study has to contribute to the advancement of education as a science".

- Mouly, 1964

The concluding report, the chapter takes an attempt to consolidate the findings of the study, squeeze out the nectar in the name of conclusions and focus the attention to educational implications for necessary consideration and implementation. The present chapter is divided into six parts, viz., Discussion of results, findings of the study, verification of hypotheses and objectives, suggestions and follow up action and suggestion for Further Research, and Epilogue.

5.1 DISCUSSION OF RESULTS:

An overview of Teacher education in Assam reveals that Assam came under the British rule much later than the rest of India. The progress of education in Assam before independence is not worth-mentioning. It is therefore, obvious that in the field of Teacher education, too, Assam was lagging behind the other states of India from the very beginning of the British rule. That is why, the state of Assam has been bearing a huge backlog of untrained teachers at secondary level as well as primary stage of Teacher education.
AN ACCOUNT OF THE T.T.CS:

5.1.1 Administrative Structure of T.T.Cs:

The Teacher training colleges (TTCs) are under the administrative control of the Directorate of Higher Education (DHE) Assam, affiliating universities and National Council for Teacher Education (NCTE, New Delhi, and are associated by a team of officers, Governing Body members for regulating and governing the institutions. Generally two types of management authorities are found in running the Teacher training colleges namely Government and Private managements. Principals of the Teacher training colleges hold the rein of administration and act upon accordingly.

5.1.2 Physical Set Up of T.T.Cs.:

On a satisfactory screening report from the inspector of affiliating university the need and feasibility of proposed college, the registrar shall make an inspection to be made of the preparation for starting the colleges. After establishment of Teacher Training College, National Council for Teacher Education (NCTE) will send Inspection Peer Team to submit a report on the status of recognition to be given to the college or not. Basing on the norms and standard set by NCTE, the college will get recognition for offering Teacher education programmes. The chapter 4 under the heading of “Infrastructure Facilities and Learning Resources” reveals that 50% of Teacher training colleges have infrastructure facilities and their results (pass percentage) are found higher than that of Teacher training colleges which having below norms and low standard infrastructure facilities. As per guidelines, learning
resources in Teacher training colleges such as library facilities, material conditions of teaching are also found to be not adequate in most of the T.T.Cs in Assam.

5.1.3 Duration of Course:

Duration of course for B.Ed. programme is allotted full one academic year. No teacher shall ordinarily be required to take more than 18 teaching periods including practical in the case of whole-time employment and 6 teaching periods including practical in the case of part time employment in a week, each period being of at least 45 minutes duration.

The discussion on the matter “Duration of Course” in the chapter 4 shows that most of the Teacher training colleges do not maintain the norms for duration of class taking classes as set by the concerning authority.

5.1.4 Strength of Faculties (Teacher):

The adequate numbers of teaching staff with professional qualification is most important for imparting qualitative Teacher education. In this context, it is observed that percentage of male Teacher educators are higher than that of female Teacher educators. It is also seen that professionally qualified Teacher educators either they are male or female found insufficient to the required staff in most of the T.T.Cs.

5.1.5 Nature of Service:

Motivation is most important drive in teaching-learning process. By virtue of recognition with a permanent post, a teacher could extend his utmost service to the
institution that he deserves to do. So, regularizing the posts in T.T.Cs should be given top priority to get sincere service from Teacher-educators.

In the present study, the investigator finds 17.76% Teacher-educators are extending their services on temporary basis. So, there is a need of clearing backlog of temporary teacher status as part timer employees in the T.T.Cs.

5.1.6 Pattern of Teaching and Non-teaching Staff:

There shall be one whole-time principal and lecturers on whole time basis for every 10 students admitted having qualification as per NCTE norms plus one Art Teacher for giving instruction in the preparation of teaching aids and blackboard sketching; and one medical graduate to teach physical health education who may be either whole-time or part-time. In order to achieve the excellence in Teacher education, professionally qualified Teacher educators must be recruited by the selection committee for T.T.Cs.

Investigation in this respect reveals that 10% under qualified principals, 20% principals in temporary post, 37% under qualified Teacher-educators, 18% non-teaching staff holds temporary posts found in several Teacher-training colleges. This is one of the weakness found in T.T.Cs. So, it needs an urgent address and appropriate measures accordingly.

5.1.7 Admission Procedure:

As per ordinance of affiliating university, admission should be strictly on merit and not more than 10% students of the total enrolment should be from universities other than the affiliating university.
Regarding quota seats for admission into B.Ed Course, Teacher Training Colleges should maintain the criteria as per state government rules. In connection with the study, it reveals that most of the T.T.Cs convert the quota seats into the general seats because candidates who fall under the quota category do not turn up for admission in the course. It indicates that teaching profession could not attract them.

5.1.8 Curriculum and its Transaction:

Affiliating university is a competent authority in respect of syllabus and other related programme, and its transaction, approval of text books, training manual etc. for Teacher education programme. Despite a team of officers appointed for looking over the curriculum transaction, there is still some irregularities found in the Teacher training colleges.

The present curriculum for Teacher training colleges has been implemented from the year of 2005. It was prepared by the affiliating university. The syllabus was broadly divided into two parts –

1. Part – ‘A’ – Theory


The part – ‘A’ comprises seven papers with 100 marks of each paper. The part – ‘B’ consists of co-curricular activities work experiences and other related programme included in the Teacher training colleges. As study reveals that some of the contents of theory papers are found irrelevant to the present day context.
The primary objective of the training programme is to acquaint the techniques of effective teaching in secondary schools. The aim is to develop the teaching competency by way of organizing practice teaching programme to give the foundation knowledge of educational theory, to familiarize the latest developments in teaching and also to develop the awareness of social needs, particularly education. Working with the community is also included so that the trainees could recognize the needs of linking the world of work with the world of study.

The present curriculum is practical in outlook, yet it is theoretical in practice. It is less realistic and task oriented, some glazing inadequacies are noticed in its implementation.

5.1.9 Examination and Evaluation:

Examination is conducted under the control of affiliating university to assess the performance of the students of Teacher training colleges for their certification. The certificate awarding is not enough in teaching profession, if it does not work there upon accordingly. That is why, proper evaluation work done is necessary.

In this context, the investigator traces out some discrepancies, shortcomings in the process of evaluation. Evaluation is done under improper supervision especially in practice teaching, result declaration beyond time-limit, subjective (partial) approaches are observed in grading the performance of the student-teachers.

5.1.10 Management:

Teacher Training Colleges are generally found of two types namely - Government and private T.T.Cs. From the study it is learnt that most of the private
T.T.Cs. are facing financial constraints. In this context, state government is not providing any grants to the private T.T.Cs and it gives an adverse effect on Teacher education programme. Some of the members of the Governing Body are found to be indifferent towards management in funding and hence it requires a reshuffling for strengthening the governing body.

5.2 FINDINGS OF THE STUDY:

The findings of the present study are as follows:

1) A discernible trend towards Teacher-education at secondary level in Assam is worth mentioning.

2) In respect of Teacher-education at secondary level, private sector is found much more encouraging than the government sector in the state of Assam.

3) The number ratio of male teacher-educators is higher in comparison to the ratio of female teacher educators in most of the T.T.Cs.

4) Teacher-educators those who work especially in Private Teacher training colleges on consolidate Pay are found to be dissatisfied with their salaries.

5) Most of the Teacher-training colleges are having a few number of under qualified Teacher-educators working temporarily against the permanent vacancies.

6) Most of the private Teacher training colleges are facing difficulties from shortage of non-teaching staff members.

7) Teacher-training colleges having infrastructure facilities and learning resources are found with better performance (results) than that of Teacher-
Training Colleges having below standard facilities in infrastructure and learning resources.

8) Most of the Teacher training colleges use to convert the quota seats into general seats for open admission into the B.Ed. Course.

9) Most of the contents of theory papers and practical activities are found useful to the training programme.

10) It was found that some of the contents of the curriculum are irrelevant to the present day context which should find place in B.Ed. curriculum.

11) Most of the Teacher training colleges adopt traditional teaching method.

12) It was found that most of the Teacher training colleges use the supervising mode of 'discussion with candidates' for teaching practice evaluation.

13) Most of the Teacher training colleges do not observe strict rules and regulation for teaching practice evaluation.

14) Most of the Teacher training colleges use to conduct classes on micro-teaching for theoretical base whereas practical part of micro-teaching is found neglected.

15) It was observed that there is no fixed weightage of time mentioned in the syllabus for theory as well as practice part to be conducted by the Teacher-educators.

16) It was also found that most of the Teacher-training colleges do not follow the time schedule of the classes.
17) Most of the Principals of Teacher Training Colleges take responsibility of management and act there upon accordingly.

18) Managerial activities in most of the Teacher-Training colleges are not satisfied.

19) Most of the private Teacher training colleges are facing financial problem.

20) Most of the Teacher-training Colleges are found deficient in controlling the internal evaluation for the performance of student-teachers.

21) The result declaration of B.Ed. examinations are delayed for which university is held responsibility.

22) Most of the Teacher-training colleges are having some weakness such as lack of qualified and experienced faculty in rural Teacher training colleges, lack of quality maintenance mechanism, teacher training programmes have less job prospect, lack of proper infrastructural facilities, shortage of financial resources.

23) It was also found that there is no clear cut instructions in the syllabus for organizing institution based activities by incorporating I.C.T. and least encouragement is given in community services.

5.3 VERIFICATION OF HYPOTHESES AND OBJECTIVES:

The investigator led the following discussion on the basis of hypotheses and objectives in connection with an appraisal of Teacher-Training colleges in Assam.
Hypothesis 1:

The functioning especially in management and curriculum transaction of Teacher-Training Colleges needs to be strengthened as they are not developed at national level.

The main objective of Teacher training Colleges is to acquaint the teachers with the techniques of effective teaching and to develop competency by way of organizing and transacting the contents of programmes as designed. In this context, management has to be responsive in functioning the Teacher training colleges properly. Proper functioning of the Teacher training colleges in return, which depends upon some activities and conditions to be fulfilled by the management. The findings of the study revealed that most of the managements of Teacher training colleges are lacking the infrastructural facilities, proper staffing, funding, proper transaction of curriculum etc. In this context, the hypothesis stated above is verified.

Hypothesis 2:

The input norms like organizational dealings, administrative structure and infrastructure facilities need to be well set up and dealt with so that excellence can be achieved.

There should be some fundamental components to be set up for running the Institution as per NCTE guidelines. To look over the settings of Teacher Training Colleges, like infrastructure facilities, student teacher ratio, administrative structure, etc., the concerning authorities should be responsible and deal with the situation accordingly. In this connection, the findings of the study revealed that fundamental and necessary components of Teacher training colleges need to be well set up for
smooth running of the institutions and achieving excellence. So, it is said that hypothesis as stated above is verified.

Hypothesis 3:

The curriculum contents and other related programmes of the B.Ed. College in Assam need reviewing.

In regard to the hypothesis stated above, the investigation revealed that most of the contents of theory paper are found useful to some extent while the contents of practical papers like Work Experience and other related programmes are found ineffective in the context of Teacher preparation for effective teaching. In the light of research findings it is concluded that the curriculum contents and other related programmes of the B.Ed. Colleges do not fully address the needs of the contemporary Indian society and they do not prepare teachers who can impart quality education in schools. From this point of view, the hypothesis is tested as stated above.

Hypothesis 4:

The problem existing in B.Ed. colleges of Assam need to be urgently addressed and suggestive measures to be adopted accordingly.

It is found that most of the Teacher training colleges in Assam are facing problems such as inadequate financial resources, insufficient infrastructure facilities, insufficient qualified and experienced Teacher-educators, passive role of governing body members and inequipped practising schools. The outstanding problems faced by the Teacher training colleges need to be urgently addressed and remedial measures adopted.
Hence, the hypotheses given above have been proved. It is concluded that the hypotheses set for the study about Teacher training colleges in Assam stands confirmed.

5.4 SUGGESTIONS AND FOLLOW UP ACTION:

To great extent the present investigation has its educational implications for educational planners, administrators, Teacher-educators, and voluntary organisation. The findings of the present study indicate some glaring inadequacies and unless urgent steps are taken to remove these deficiencies, the objectives of Teacher education will not be realized. The proper education and training of secondary school teachers has now become far important than at any time in the past. This is mainly due to the vast changes introduced in the system of secondary education. In this context, some suggestions and points to be followed, are given under different captions.

5.4.1 Admission in to B.Ed. Course:

The employment problems in the state has engulfed the aspiration of young generation and made many graduates compelled to join the teaching profession in contrast to their aptitudes and ambitions. So, the flow of perspective teachers are found to be more and more at secondary schools. As a result, they rush towards the Teacher training colleges for their professional degree. Keeping in view of maintaining the standard of admission into the B.Ed. Course, the following points are given for consideration.

(1) Written test,
(2) Interview

(3) Merit based on qualifying examination i.e. atleast 50% of marks in aggregate.

(4) Reservation of seats as per government rule and merit base thereof.

5.4.2 Expansion of Teaching Facilities:

In regard to physical facilities for Teacher training colleges as prescribed in all essential respect, like repairing renovation, reconstruction of building in time, library building, laboratory, technological devices, furniture etc. State Government should take up necessary steps. NGOs should also extend their helps. College authorities must establish MOU with some nodal agencies for better performance.

For clearing backlog of untrained teachers, some training facilities like correspondence course, short term course, workshop, residential training programme should be introduced. Teacher educators, of course, should take initiatives to bring the matter in action.

5.4.3 Teacher Education Curriculum.

a) Course Contents: The present curriculum is based on the traditional concept of teaching that needs to be changed, and scope to be given for using latest instructional technology. It is suggested that three basic general theory papers and few optional papers as mentioned below should be included in the curriculum. Theory papers -

• Socio-philosophical Foundation of Education;
In regard to weightage of marks for different components of Teacher Education Curriculum, the following suggestions are given.

- Theory paper 60% of marks
- Practical work 10% of marks
- Practice teaching 20% of marks
- Co-curricular activities 10% of marks.

The study revealed that curriculum inputs have got some weaknesses to meet the needs of special groups at various levels. So as to meet the same, it is necessary to identify the expected expectations of the societies and a special course should be introduced in Teacher-education curriculum.

It is also suggested to introduce Art Education, Medical Instructions, Physical Instructions in the prospective curriculum.
b) **Method of Teaching:**

The study showed that the Lecture method, by and large, is the most prevalent method in Teacher training colleges. Lecture cum Dictation of Notes Method mostly used in Teacher Training Colleges. Lecture method has its advantages but a total reliance on it, is not desirable. It is suggested that the seminars, tutorials, surveys, projects need due place in the Teacher training colleges.

It was observed that the amount of written works given to the trainees is not adequate. This, too, deserves attention. Theories should be encouraged to take up problems and study this, write on them and then discuss in the groups. This practice should be continued for cultivating proper habit formation and confidence building.

5.4.4 **Organisation and Supervision of Teaching Practice:**

It was observed that there is no strict rules and regulations on supervision of teaching practice. As a result, teaching practices are not performed in expected way. To bring better performance in teaching practice and other related part of practical, the following aspects need to be considered:

- Micro-teaching should be conducted before going for actual teaching.
- Demonstration and construction classes should be organized at regular intervals.
- Practice teaching schools must be recognized by the government.
- A cordial and intimate relationship should be maintained between practise school and Teacher training colleges to make the teachers of practising schools as members of a noble profession.
There should be regular supervision by the supervisors and faculty members of the colleges, should be exclusively in-charge of organizing teaching practices.

5.4.5 Examination and Evaluation:

To bring a modification in the process of examination and evaluation the following measures to be taken up. In this context, the evaluation techniques should be objective based so as to assess the theoretical as well as practical acumen of the trainees. In addition to that Teacher educators should maintain cumulative records of student-teachers in consultation with them which in turn, will help how that cumulative records of pupils should be maintained.

Continuous evaluation process brings a better quality of teaching performance. It is suggested that ‘teacher performance appraisal’ should also be developed and monitored by the Head of the institution.

5.4.6 In-Service Teacher Education:

A teacher needs both pre-service and in-service education. Pre-service education is the pre-requisite of a teacher. Basing on this education, he or she should build the attitude of the professional career. It is necessary to organize a continuous programme of in-service Teacher-education for all teachers in order to enable them to discharge their responsibilities regarding education in a rapidly changing society. Success of in-service education depends largely on the ability and competence of experts. In order to develop expertise among teacher educators, they should be provided enough opportunities and incentives to continue their professional growth.
A policy should be formulated to arouse some intrinsic motivation as well as to induce some extrinsic incentives to participating teachers like award of credits.

5.4.7 Separate Directorate for Teacher Education:

In phased manner, all Teacher Education institutes should be brought under the separate Directorate of Teacher Education in the state.

5.5 SUGGESTION FOR FURTHER RESEARCH:

Research studies should be based on interdisciplinary and intersectoral approach. From the present study, it becomes obvious that a number of problems relating to Teacher training colleges and its teachers need detailed investigation and studies. Keeping this view, the future investigators need to take the following areas of study:

1) A comparative study of government and private Teacher training colleges.

2) Impact of Teacher education programme on the teaching of school teachers at different levels.

3) Development of a model curriculum for the state.

4) Study on the financial structure of Teacher Training Colleges and its cost effectiveness.

5) Impact of practice teaching at secondary level under different universities in the state.

6) Study on the Syllabi of Teacher training colleges under different universities in the state.
7) Development of a tool for the evaluation of teaching attitude of prospective teachers.

8) Impact of Teacher educators' burn out problem on training programmes of B.Ed. Colleges.

9) Relevance of ICT in Teaching Practice of Teacher Training Colleges needs to be conducted as research study.

5.6 EPILOGUE:

Though educational research is a process of continuum. Such a study has to come with some conclusions and recommendations. The present investigator endeavoured to scan the institutional status of Teacher training colleges and its functioning, has flashed a silver lining and hope by bringing to light some fallacies and shortcomings of the Teacher training colleges and its programmes. It needs to be stated that the research of this nature has pertinent implications of Teacher training colleges. Since, the study concerns the appraisal of Teacher training colleges in Assam, it would assist the Teachers involved in Teacher education in knowing the weaknesses and make related corrections. Therefore, it is implied that planners, policy makers, curriculum designers would take right steps for the implementation of the findings of the present study. It has rightly been remarked by Kothari Commission (1964-66),

_The real need is action. The poignancy of the situation and the grim times we are passing through underscore this sample by vital fact._