CHAPTER VII

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INTRODUCTION

In the preceding chapters introduction of the problem, development of the tools, methods of the study, analysis of data were discussed. The present chapter is devoted to the summary of the report and generalization of the findings. With the intent to provide context to the findings of the study, a brief description of the objectives, sample, and the procedure have been presented below:

School and community are closely linked and education is a process of affecting community through schools. In this context the goals of teacher education are closely linked to the school and community needs. Efforts to make teacher education relevant to social and cultural background have been made by various commissions and committees. Explosion of knowledge necessitates a reorientation of elementary teacher education keeping in mind the school needs as well as the socio-cultural expectations in the new perspective. Only a progressive, flexible and balanced elementary teacher education is capable of sustaining the changes that are closely related to schools needs and community expectations.

Various studies have investigated different aspects of elementary school education, elementary teacher education and their community concerns. But a few of them have addressed the inter-connectedness of socio-cultural dimensions of, elementary schools and elementary teacher education. To comprehend the fused nature of socio-cultural concerns vis-à-vis the elementary school needs specifically related to elementary teacher education curriculum, more research is needed. The sustainable changes relevant to community and school needs have varied dimensions. In the present investigation, a humble effort has been made to explore some dimensions that are basic to elementary teacher education. The problem of the present study has been stated as follows:
STATEMENT OF THE PROBLEM:

"SUSTAINABLE CHANGES RELEVANT TO COMMUNITY AND SCHOOL NEEDS IN CURRICULAR INPUT AND TRANSACTION MODES OF ELEMENTARY TEACHER EDUCATION".

The educational system has deeper implications in social context and the curriculum provides totality of the learning experiences in context of its relevance to the developments in the Indian society. Some curricular inputs and transaction modes of elementary teacher education were examined in light of the school needs and community expectations.

OBJECTIVES

The study has been designed to attain the following objectives:

1. to study socio-cultural expectations from elementary schools teachers and elementary teacher education institutes in respect of their belief related to fundamental philosophy, social norms, and teacher attributes etc.
2. to study the needs of elementary schools in respect of background of teachers and students, infrastructure, and curriculum transaction, vis-a-vis their status in government and private schools.
3. to examine the needs of elementary teacher education institutes in the context of: infrastructure, admission criteria, curriculum transaction and allied issues.
4. to study teacher education in historical perspective in respect of its goals and curriculum transaction.
5. to critically appraise the recommendations in the light of feasibility and sustainability in respect of the goals of teacher education.

METHODS

The methods of the investigation comprise tools, sample, and procedure of the investigation.
TOOLS

The following tools were used for collecting data of the present investigation:

❖ **SOCIOCULTURAL EXPECTATION QUESTIONNAIRE**

❖ **STATUS SURVEY OF ELEMENTARY SCHOOLS**

❖ **STATUS SURVEY OF ELEMENTARY TEACHER EDUCATION INSTITUTES**

❖ **ANALYSIS OF CLASSROOM OBSERVATION FOR TRANSACTION MODES OF ELEMENTARY TEACHER EDUCATION INSTITUTES**

SAMPLE

The school needs were studied over a sample of 30 elementary schools comprising of Government Urban Schools (n=10) and, Government Rural Schools (n=10), and privately managed schools in urban/rural sectors (n=10).

The institute needs were studied over a sample of 10 DIETs from the state of Punjab and Union Territory of Chandigarh.

Because of the multiplicity of institute needs, the three DIETs out of the sample were selected for studying the transaction modes. Three classes in each institute were observed utilizing Reciprocal Category System and Equivalent talk category System, where each class was observed thrice.

In order to ensure true representation of the community, for socio-cultural derivatives for elementary school teachers and elementary teacher education institutes, a sample of 30 persons, consisting of 10 representatives of community at large, 10 educational administrators, and 10 teachers, was selected.
PROCEDURE

The procedure of the study involved personal visits to teacher training institutes, visits to elementary schools, interviews with principals and teachers in DIETs and the elementary schools. The data were collected partially through personal visits and partially through correspondence. Classroom observation techniques of RCS and ETC were utilized for transaction modes of elementary teacher education institutes. The data were analyzed by employing specific computational techniques for each type of data.

GENERALIZATION OF FINDINGS

Keeping in view, the concerns of elementary teacher education as emphasized by various commissions and committees, the present investigation determined the needs of the elementary teacher education institutes vis-à-vis the needs of the elementary schools and the socio-cultural expectations from both of them on aspects of curriculum transaction modes. The findings of the study have been presented below:

1. SOCIO-CULTURAL EXPECTATIONS FOR ELEMENTARY TEACHERS AND ELEMENTARY TEACHER EDUCATION INSTITUTES:

SOCIO-CULTURAL EXPECTATIONS FOR ELEMENTARY SCHOOL TEACHERS- A PROFILE:

The objective of this section is to focus on profile of the elementary school teacher based on socio-cultural expectations of the community:

➢ The majority perceived teacher as directive force of Indian culture, specifically the preservation of its foundations.

➢ Majority opined that it is the teacher who develops a sense of discrimination between right and wrong among disciples.
➢ High moral character and quality of life emerged as most preferred traits for the elementary teachers.

➢ Majority felt strongly that teacher should have the sagacity to link past with the present, and ability to integrate past traditional modes with modern ways.

➢ The four characteristic values for teachers were ranked as; spirit of tolerance and welfare of mankind first; devotion to duty, second; selfless action, third and belief in the oneness of all forms of life, fourth.

➢ Teachers are considered at par with father or other elder members of the family and are respected likewise.

➢ Majority perceived impartiality as an important attribute for the elementary teachers.

➢ Teachers have been perceived to be responsible citizens leading a life of propriety and their actions reflect the principles that they value.

➢ The determinants of teacher effectiveness, ranked in order of their importance were found to be; knowledge of the subject matter; interest in the students; effective personality, strong character and effective communication.

➢ Respondents emphasized on the affection and concern for children as vital for effective teaching.

➢ Impartiality, unbiasedness and independent personality add to the charm of a teachers' personality. Indirect and democratic attitude of the teachers in the classroom is liked most.
SOCIO-CULTURAL DERIVATIVES FOR ELEMENTARY TEACHER EDUCATION INSTITUTES

The socio-cultural expectations of the society that emerged for the program of elementary teacher education institutes are listed below:

- Majority considered Indian Values as essential components of the personality of elementary teacher educators.

- Majority felt that inculcation of sense of discrimination between right and wrong would have to be a vital input to ensure some degree of moral worthiness and good judgment among elementary teacher educators.

- Wisdom underlying scriptures was favored to form a part of curriculum.

- Four essential parameters emphasized by majority for teacher educators were; knowledge of subject matter; genuine interest in students’ academic and non-academic aspects; effective personality and strong character; language facility and communication skills.

- Majority considered affection for trainees among teacher educators as basic attribute of their personality.

- An ideal teacher was considered as one who inspired and motivated trainees to learn.

- Flexibility in teaching strategies during teacher education was recommended in order to encourage new and innovative ideas in effective handling of classes.

- Majority considered financial satisfaction as important criteria for job satisfaction of elementary teachers.
2. Derivation of School Needs

Survey revealed the following facts about teachers and students:

- Elementary school teachers in majority are graduates at present. This qualification is higher than the requisite qualification for the job.
- Government schools retain their teachers up to later stage than the private schools.
- Most schoolteachers hail from purely urban background and come from service class families.
- Majority of teachers in all age groups in government as well as private schools were found to have opted for the teaching profession by choice.
- Teachers in government schools were found to be satisfied with the salary than their counterparts in private schools.
- The majority of children in elementary schools come from semi-literate and illiterate families.

Infrastructure

The schools were found deficient in respect of basic amenities required for an effective learning climate measured from zero or nominal presence in microscopic minorities in respect of the following:

- Display boards
- Well-equipped school library
- Museums and hobby room facility
- Sports facilities like, playgrounds, swimming pool, gymnasium, indoor-games arrangement, and well-equipped sports store
- Health facilities
- Botanical gardens
- Auditorium facility for cultural activities
- Essential services like drinking water, toilets, vehicle stands and canteen
- School bookstore
SPECIAL ARRANGEMENTS

In respect of special arrangements like audio-visual facilities, school counsellor, teacher-student ratio, co-curricular activities, morning assembly, and location of school, the survey reveals that:

➢ Majority of schools are not equipped with audio-visual aids like radio, and television in functional order and are not making a regular use.

➢ Majority of schools did not have arrangements of facilities for development of non-cognitive domain such as dance, music and art, although private schools were found better than their government counterparts.

➢ Majority of schools do not have a school counselor and this was more apparent in government than private schools.

➢ The average teacher-student ratio of government and private schools was that of 1:30-40 from pre-primary to class viii.

➢ Only a few schools conduct co-curricular workshops during the holidays, for children in sports, dance, drama, theatre or computers.

➢ Morning assemblies were carried out in majority of schools in open spaces.

➢ Many elementary schools were found to be located near shops or residences.

CURRICULUM TRANSACTION

The section on curriculum transaction includes various classroom transaction strategies. These dimensions are co-related and utilized by the teacher during the course of classroom interaction. The findings on the status of these strategies revealed that:

➢ Majority of teachers in both types of schools delivered lecture with examples and reportedly co-related them with real experiences.
Teachers in government and private schools preferred examinations to be conducted at the termination of elementary stage.

Physical punishment was not preferred as a popular mode of discipline. However, government schoolteachers use it more frequently than private school teachers.

Most of the schools recognize merit in children in some way or the other.

Slow learners are made to repeat their class with remedial measures for teaching in majority of schools.

Talented children by and large were made to sit in normal classrooms and reinforcement was given in terms of enrichment work, where participation in co-curricular activities was more in private schools.

Majority of teachers conduct class-tests apart from school examinations either weekly, monthly or after every lesson. The practice is much observed in private schools.

Most of the teachers in government and private schools give home assignments daily or after every lesson; however, private school teachers give home assignments daily to a greater extent.

Majority of teachers in both government and private schools do not use operating models regularly with all subjects.

By and large teachers were using blackboard writing in classroom teaching.

Teachers pay attention to behavioral problems of children and maintain parent-teacher interaction more in private schools than in government schools.
4. DERIVATION OF INSTITUTE NEEDS

INFRASTRUCTURE

The teacher training institutes were found deficient (nominal presence) in respect of:

- Teaching lab
- Computer room
- Music room
- Gymnasium
- Student’s common room
- Quarters for principal, staff or administrative staff
- Hostel accommodation for boys and girls

CRITERIA OF ADMISSIONS

- The survey revealed that the criterion of admission to elementary teacher training course is based purely on admission test and the reservation is on government guidelines. The prerequisite educational qualification for admission test is +2, but operationally, the lowest educational qualification of student teachers was found graduate.

CURRICULAR INPUT

CURRICULUM TRANSACTION

- The survey revealed that lecture method is the most widely used transactional strategy in all the institutes. Lectures were by and large supplemented with audio-visual aids, only a few of them use discussion, computer or CCTV as supplements in transacting the curriculum.

- The weightage as indicated by the survey for theory and practice is 60 and 40 percent respectively.
NON-SCHOLASTIC SUBJECTS

> The survey findings revealed that the prospective teachers in elementary teacher education institutions are mainly trained in Drawing and Music out of all non-scholastic subjects. In all the institutes co-curricular activities were found to be most popular.

FACILITIES FOR TEACHING PRACTICE

> The survey indicated that majority of institutes did not have the facility of demonstration schools and utilized government schools or private aided schools for practice teaching.

> By and large teacher educators in the institutes supplemented theory by demonstration lessons, as part of preparation of student teachers for teaching practice. While teachers, in some institutes, employed simulated or microteaching for the purpose, a combination of these techniques was rarely undertaken.

SOCIALLY USEFUL PRODUCTIVE WORK ACTIVITIES

> The survey indicates that among various activities, plantation and beautification of the school campus is the only dominating activities in teacher training institutes. Clay modeling and cultural activities are also common to some extent, but activities like community service, utilization of scientific instruments in daily life etc. barely find mention.

RESULTS

> The survey indicated that the pass percentage of students in all the DIETs is 100 percent. There is no provision to categorize any student as failed. Those
poor in theory compensate for it in sessional or practical work, where they tend to get grace marks.

➢ The survey indicated that majority of the institutes are functioning without the required staff strength and vacancies for vacant posts exist in nearly all the institutes. The findings also indicated that most of the institutes do not have teacher educators for vocational stream, and special education.

➢ The survey indicated that all the teacher-educators are post-graduates most of the teacher educators have higher professional qualification (M.Ed). Majority of them have at least ten years of school experience.

DEVELOPMENT PROGRAM

➢ The survey revealed that almost all the institutes send their teachers for curriculum development / renewal program though, despite the extensive participation of teachers in curriculum development programs, there seems to be no modification or addition to the curriculum, as stipulated by government.

➢ The survey indicated that majority of the teacher training institutes organized programs for staff development, including teaching aids, community development, seminars, minimum levels of learning, Operation Blackboard, etc.

➢ The survey reported that institutes are organizing in-service programs on MLL (Minimum Levels of Learning), BPEO’s workshops, ETT workshops, development of personality, and seminars on rules and regulations.

MEDICAL FACILITIES

➢ The survey indicated that most of institutes have no medical facility in any form, while some provide first-aid kits with a teacher in charge. No institute provides trained medical nurse or part-time doctor.
GUIDANCE FOR EMPLOYMENT OPPORTUNITIES

➢ The survey indicated that most of the institutes by and large provided facilities of guidance for employment opportunities to the trainees.

REQUIREMENTS

➢ Provision of adequate funds, infrastructure, staff, accommodation and latest educational kits and materials were listed as areas that need immediate attention by majority of institutes

➢ The survey revealed that hard working and well-qualified staff and adequate infrastructure were considered as strengths of the system. But most of the institutes were found lacking in adequate infrastructure, accommodation and transport facilities. Financial problems particularly irregular salary payments, scarcity of staff and lack of dedicated teachers were major handicaps.

4. CLASSROOM INTERACTION PATTERNS IN ELEMENTARY TEACHER EDUCATION INSTITUTES

IN RESPECT OF SOCIO-EMOTIONAL CLIMATE OF THE CLASSES

➢ The different institutions under study practiced distinguishing proportions of amplifying, eliciting, and initiating teacher behavior and responding student behavior.

➢ Classrooms were dominated by teacher initiation, teacher question, teacher response and student response in Hindi, Science, and Maths almost in the same pattern.

IN RESPECT OF COGNITIVE INTERACTIONS

➢ Teaching in all the institutions by and large takes place at lower level, with domination of teacher talk. The teacher questions and student responses were both confined to restricted level.
The emphasis to different dimensions of teaching varied only a little for Hindi, Science and Maths.

5. GOALS OF ELEMENTARY TEACHER EDUCATION IN THE LIGHT OF AVAILABLE RESOURCES

The examination of the documents on record reveals that in spite of the incomprehensible changes which seldom allow rays of past to enlighten our present, literature on the subject under reference suggests the following for elementary school teachers:

- Intellectual training in inductive methods – oral recitation, exposition, debate, storytelling and narrating parables (Altekar, 1951), and training into high moral qualities and knowledge integrated with experience (Mukherjee, 1968) through living in contact with committed teachers.

- The positive elements of our culture: namely, devotion to duty and self-discipline; belief in the oneness of all life; spirit of tolerance; concern for the welfare of all mankind and commitment to truth and non-violence are still the living forces which inspire sensitive brains. (Teacher and Education in Emerging Indian Society, 1983).

- The three needs of the training colleges namely, good practicing school; museum, library and progressive methods of teaching were the primary directives of Educational Policy, 1904. Two more directives namely, knowledge of the subject matter and acquaintance with nature of pupil’s mind were added in Education Policy, 1917. The two concerns in respect of infrastructure and three in respect of curriculum transactions are still relevant.

- In accordance with the Indian philosophy and traditions, University Education Commission, 1948, recommended moral education and character building, as basics to university education.
More time to school practice and accordingly more weightage given to practice teaching in assessing student’s performance was another still relevant recommendation of the University Education Commission (1948).

Training in action research for empirically evolving progressive methods substantiated by the policy of freedom in the matters of methods and broad base practice of teaching was recommended by Ford Foundation Team (1954).

National Education Commission (1964-66) gave a broader perspective to teacher education and suggested:

- Continuing program of education for primary students teachers to build a proper perspective of life, of our cultural heritage and problems and aspirations of the nation as well as of human culture and civilization in general;
- Concern for perspective of life, for the teacher trainees;
- Promoting maturity through contacts, experience, study and discussion of among student teachers. Use of methods requiring students’ participation and independent study, individual library work, preparation of reviews and reports, case studies, project-work, discussions and seminars was considered an integral part of the teacher training program;
- Training in use of improved methods of evaluation, which includes continuous internal assessment of practical and sessional work as well as practice teaching;
- Vitalizing professional studies and basing them in Indian conditions through the process of educational research and development;
- Orientating students to the significance and possibilities of the profession by awakening sensitivity to human factors involved in academic and social climates of the institutes;
- Familiarity with the school programs as a whole comprising- kind of service provided in the school library, art room, playground, along with the role of different subjects teachers, career master or counselor;
For the recommendations to be implemented, the commission reiterated that:

- All training institutions should have a demonstration or experimental school;


- Teachers to play their proper role in reforming education, and encourage association with local community and the schools- National Policy of Education (1979).

**Trainees to get experience of other roles such as**

- Organization of co-curricular activities and working with the community;
- Emphasis to be given to the mastering of language and communication skills;
- Emphasis on value orientation in elementary teacher education;
- In addition to pedagogical proficiency, importance must be given to music, craft and dance- National Commission on Teachers –1 (1983-85):

National Policy of Education (1986) laid a special emphasis on Elementary Teacher Education to gear to the needs and expectations from the elementary schools. For schools the commission recommended:

- Child-centered and activity based process of learning;
- Component of Cognitive learning to be increased;
- Corporal punishment to be firmly excluded from the educational system.

**In respect of reorienting the content and process of education the policy stated:**

- The curricula and process of education will be enriched by cultural content;
- Education should foster universal and eternal values;
- Value education has a profound positive content, based on our heritage, national goals, and universal perceptions;
With regard to teacher the policy stated:

- To enable teacher to play a crucial role in formulation and implementation of the educational program;
- Teacher should have the freedom to innovate and devise appropriate methods of communication and activities relevant to the needs and concerns of community;
- To create conditions which will help, motivate and inspire teachers on constructive lines;

Program of Action 1986 emphasized on:

- Encouraging educational technology in Elementary Teacher Education;
- Encouraging teachers to develop their own programs including action research and experimentation work;

It recommended revision of curriculum for teacher training needs with respect to following:

- Integration of education and culture;
- Work experience, physical education and sports;
- Study of Indian culture and Unity and integrity of India;

Acharya Ram Murti Committee (1990) recommended teacher education to equip the teacher for new thrusts:

- Empathy and school perception of the need profiles of children from different educationally backward sections;
- Capability of imparting education in all aspects of cognitive and affective domain as well a psychomotor skills;
- Aptitude for innovative and creative work;
- Aptitude for integration work in academic learning;
- Ability in special education, continuous and comprehensive evaluation, activity based-learning, and scientific methods of acquiring knowledge etc.;
Program of Action (1992) added another dimension of making education participatory and suggested:

❖ To ensure teacher’s accountability to the society and community’s accountability to the school system;
❖ To improve the working environment of the teachers and involving them in planning and implementing educational schemes at various levels;
❖ Greater autonomy to the teachers to manage the affairs of the school;

The programme sought to interlink education and culture to promote the process of child personality development particularly in terms of discovering the inherent potentialities of the child. The chapter on Cultural Perspectives lists the outstanding features like:

❖ Mutual participation,
❖ Use of inexpensive and relevant material for cultural exposure,
❖ Promotion of concept of cultural neighborhood involving active participation of the community,
❖ Reform of curriculum,
❖ Motivation of teachers and efforts to encourage the younger generation to participate in cultural and allied activities.

OVERVIEW

So far as the findings of the present investigation are concerned, efforts have been made to relate the teacher education program, to the variables of school and community needs. The transaction modes need to be closely related to field situations in school. Teachers perception of self is an essential component that teacher education institutes need to inculcate as part of curriculum. Teachers need to be oriented on synthesis of values and social responsibilities that help to integrate schools and community. The elementary teacher education institutes are the bases of educational structure. The investigator has, in order to strengthen the foundation, examined the relevant socio-cultural parameters in teacher education as well as elementary schools. Curriculum transaction, teaching strategies and supplementary tools also find mention.
in the needs. An effort has been made to identify parameters of school needs that provide a work environment to the teachers; parameters of training institutes that prepare teachers for the schools and the socio-cultural milieu in which the sub-system operate.

REFLECTION ON FUTURE RESEARCH

The present investigation points towards areas for future research in the field of curriculum that may be as follows:

❖ Operational parameters of socio-cultural dimensions in teacher education curriculum;
❖ Transactional strategies of socio-cultural parameters as part of teacher education curriculum;
❖ Drafting field relevant elementary teacher education curriculum.

It may be mentioned here that these reflections on future research in curriculum may not yield a final word on the field relevant curriculum. But this may form a basis for further research in the related field. The present investigation does not claim to be comprehensive, as the subject of teacher education curriculum and its relation with school needs is too vast. Moreover, community needs is a complex phenomena and requires more in-depth investigation for any conclusive findings.