CHAPTER VI

SUMMARY, FINDINGS AND CONCLUSIONS

Dissonance between instruction and practice weakens the impact of teacher education. Likewise the impact of teacher education is vitiated unless there is corresponding effort to improve education in the schools. Courses in theory and courses in instructional techniques are ordinarily taught separately, and courses of both kinds are usually taught apart from the places where children and youth can be found. Thus integrating theory and practice implies broad institutional changes.... But identifiable weaknesses in preparation programs and in placement practices in schools can be overcome. In the same way that good teachers must think for themselves when helping their students, so also must teacher educators do their own thinking and make their own choices in the creation of viable teacher education programs (Hillard, 1971).

The above theoretical preview directed the present study entitled as:

"Evaluative Study of Elementary Teacher Education Curriculum of Nepal".

The study was carried out with the following objectives:

Objectives of the Study:

1. to examine the syllabi of elementary teacher education of Nepal.
2. to investigate the instructional programme of the elementary teacher education in Nepal.

3. to analyse coordination in the different components of the functional curricula for elementary teachers in Nepal.

4. to study the evaluation system - the product and process aspect of the elementary teacher education in Nepal.

5. to study the attitudes of prospective teachers towards the elementary teacher education programme.

6. to study the application of knowledge, skills and attitudes attained through teacher education programme in actual class-room situation of elementary schools in Nepal.

7. to formulate a hypothetical elementary teacher education programme based on school and community needs in Nepal.

**Design of the Study**

The method of investigation used to conduct the present study was essentially descriptive in nature. It was an evaluative study and included the assessment of objectives in the light of a composite external criteria, evaluation of teaching learning process, content of the courses and evaluation in the light of objectives and the impact study.
designed to evaluate the transfer of training into the field situation.

**Sample:**

In order to attain the objectives of the study, the different samples were drawn from the different target populations concerned directly or indirectly with the elementary teacher education programme. The different samples were drawn from the following populations:

1. Administrative personnel
2. Educational experts
3. School headmasters and teachers
4. Campus teachers and students

**Tools used for the study**

To attain the objectives of the study different tools were used. Following are the tools used for the field data collection:

1. Opinionnaire for the role and other aspects of elementary school education and elementary teacher education.
2. Scale for rating objectives of education courses.
3. Scale of attitude about various aspects of ETE curriculum. (for campus teachers)
5. Scale of attitude towards curriculum (E.T.E./P.C.E.) (for student-teachers)
7. General teaching competence scale (B.G.T.C.S.).
8. School observation form.
9. Campus observation form

Data Collection Procedure

The investigator mainly depended partly upon postal contact and partly personal contact. The postal contact group was followed up through correspondence. Some of the leftovers were collected through the personal contact with the subjects who incidentally happened to be in the districts that were visited by the investigator for school and campus observation purposes.

Statistical treatment used:

Some of the Descriptive statistics: percentages, Normalised master ranks, correlation coefficients, and among tests, the chi square and Mann-Whitney's U-Test were employed for the analysis of the data of the study.

Summary of the findings: After processing data with the help of the mentioned statistical techniques, the following results were found tenable:

Part one: The future perspectives of the ETE curriculum:
1.1 On the list of expectations from the elementary school
The highest importance was assigned to the "practical life situation" followed by the "moral" and "academic" aspects of the curriculum.

As the indicators of the quality of elementary school education, the "availability of teachers" followed by "teachers' conduct", "proportion of trained teachers in the teaching staff" and the "physical facilities" at the school were highly preferred.

As for the behavioural outcomes of students in elementary school level 'discipline' followed by "communicative skills" and "acceptance of social and moral code" were considered important.

For behavioural aspects of the teachers of elementary schools, "command over teaching subjects" followed by the "effective communication in teaching" and "fairness in teaching and evaluation" were the top three preferences of the list.

To attract qualified persons to the teaching profession was found to be the best measure; the incentive and effective training for teaching, the second and third best measures for improving the environment of elementary school education.

For making the elementary teacher education more effective, the first three preferences were given to (a) the field need orientation, (b) teaching of
professional courses in relation to actual classroom situation in schools and (c) linking theory courses with actual practice in pedagogy.

Part two: Some aspects of Elementary teacher education curriculum

A: Relevance of the elementary teacher education curriculum in light of the elementary school curriculum

1. The elementary teacher education curriculum consists of 14 papers in the area of social studies. Out of 65 objectives of elementary school education (grade 4-7) only 43 were taken up at an advance level in elementary teacher education course of social studies.

2. Out of 76 sub-units of social studies in elementary school education, only 47 were covered fully and 3 partially by the elementary teacher education curriculum in social studies.

B: The analysis of objectives of the Elementary teacher education courses

1. "Introduction to Education" course objectives were not taken as desirable by the participating group. But the group felt that the objectives correspond with the content of the courses, these can be realized through instruction and also can be evaluated. The group indirectly suggests that the objectives of the courses as such need to be changed.
2. Regarding the objectives of the course "Elementary Educational psychology", the group rates them low at the criteria of desirability, correspondence with content and also on that of "can be realized through instruction". However, because of the nature of the content, the group thought they can be evaluated. Out of the seven major objectives of the course four are rated poor or low on the composite criteria. These objectives were neither considered desirable nor corresponding with the content.

3. The objectives of the course of "Student Teaching" were not considered desirable, they poorly correspond with content and can hardly be realized through instruction. Out of the eight objectives of the course for student teaching five were not accepted by the group as they were rated poor or low. Examination of the unaccepted objectives revealed that all of them pertain to practical work.

C: Analysis of Attitudes about various aspects of elementary teacher education curriculum:

1. The majority of campus teachers feels that present weightage of professional education is inadequate, the course content is heavy and is not defining itself properly and specifically.

2. Weightage to general education in the total curriculum was less than the desired one.
3. The group opined that specialization courses offered, separately in different areas did not guarantee mastery in subject matter required to teach the subject in the schools and suggested that these courses should be offered in a block system with integrated approach to content and methodology which may demand lesser weightage for this area as compared to the one allotted at present.

4. The group did not indicate any clear agreement on the issues pertaining to examination. However, the subjects preferred the objective type of questions to be used in the examinations.

5. The evaluation procedure of practice teaching is not found satisfactory by the participating group.

Part three: Impact Study

(A) Post-effect assessment:

1. The trained elementary school teachers did not find the proficiency certificate in education contributing to their personality growth.

2. The group of trained elementary school teachers did not find the "professional courses" useful for the transfer of knowledge to the class-room situation but they found it useful for the same with respect to the specialization courses.

3. The experience of extra-curricular activities did not help the trained teachers to organize the similar activities in the schools.
4. The practice teaching experience was reported to be useful for teaching skill development.

5. The group recognized the importance of the environment for quality education and reported that the present situation of the schools was not suitable to apply the modern knowledge of educational and child psychology.

6. The group viewed that there should be a regular contact between the trained teachers and training institutions even after training is complete.

7. The lectures in the campus were not found fully dependable and the self study method was preferred.

(B) Attitude of student teachers towards the Curriculum (ETE)

1. The courses of study in the curriculum were found interesting.

2. The students were dissatisfied with the working situation at the campuses.

3. The poor transfer of training was ascribed mainly to poor teaching learning situation in the schools.

4. A moderate relationship was found between the teaching and evaluation in the campus, but it was high in the case of practice teaching and evaluation.

5. The participating group of students (94%) considered practice teaching as an important component of the curriculum and took it as a bridge between the training and teaching job.
6. The practicing students were convinced that cooperating schools are required to make the practice teaching effective.

C: Job Satisfaction analysis:

The level of job satisfaction was found independent of the teachers' status in relation to training. Training does not specifically contribute to the satisfaction in teaching job.

D: Product evaluation:

1. The average pass percentage of the E.T.E. courses was found to be 5.12.

2. The trained group was found superior to their untrained counterparts in relation to classroom teaching competence.

3. The training as is given has been found contributing positively to the skills:
   a- appropriate introduction,
   b- questioning pattern,
   c- critical awareness in students,
   d- pupils' participation,
   e- pupils' responding and initiating,
   f- class management, and
   g- class discipline.
Part Four: Observation Analysis

School observation shows that:

1. Physical facilities were found severely lacking, although the schools have their own buildings.

2. The schools were found poorly maintained and managed in general.

3. Eighty per cent of the schools did not have staff/common rooms.

4. Bulletin boards, educational posters and information boards were not found available with the institutions.

5. No school reported any regular structure of extra-curricular activities.

6. Only 20 per cent of the schools used their instructional calendars developed by the schools themselves.

7. None of the schools, maintained any tradition of parents-teachers' meetings and that of forwarding students' progress reports to the parents.

8. The school and school teachers are found aloof and unconcerned with the surrounding community.

9. School building construction was found the only community contribution to schools and a sole symbol of school community relationship.

10. No other instructional pattern than the traditional teaching was found in practice in the schools in Nepal.
Campus observation:

1. Among the five campuses two were unitary and three remained multiple complexes.

2. Educational planning at campus level was observed in all the campuses but for final evaluation at the end of the course.

3. The work of teaching/learning was found confined to the class rooms only.

4. Educational environment outside the classroom was not maintained.

5. Students' organizations were functioning and were active in group politics rather than collective and cooperative educational activities.

6. Hostel-messes and canteens were not found well managed.

7. Educational administration did not look democratic and the regular staff meetings were not encouraged.

8. Student-guidance and counselling services were not provided by the institutions.
Conclusion

Nepal is a developing country sharing with other developing countries of the world, a predominantly large rural sector with all characteristics of hilly and mountainous regions.

According to the present regulation of the Government of Nepal, a candidate has to take up a two years' course after the School Leaving Certificate Examination (10+2) to become a lower secondary school (grades 4-7) teacher. A formal structure of school education was changed in 1981 from 3+4+3 to a 5+2+3 system but the corresponding changes in elementary teacher education which have become necessary and urgent, now more than ever before, could not be affected.

In order to keep abreast of the ever changing needs of the developing community at one hand and to cope with the demands of the world over progress in teacher education on the other hand, the elementary teacher education curriculum needs a thorough review.

The present report has pointed out a number of mismatches and indirectly advanced suggestions to improve the quality of the curriculum of elementary teacher education with respect to the objectives, content-organization, the teaching learning process and the evaluation programme. The findings of the
study present a set of point-measures. Any honest evaluation leads to modifications and consequently reconstruction of the system. The findings of the study remain incomplete unless point measures are used to reconstruct the curriculum of elementary teacher education for Nepal. An attempt has been made to reconstruct the curriculum of elementary teacher education by way of incorporating suggestions pointed out in the findings of the study. As a result of the same, the written document of the new curriculum is presented below.

**Need Assessment:**

The children enrolled in the schools of Nepal, by and large, come from the deprived families. They are brought up in the beautiful natural sites amongst the agricultural fields and woods. Culturally, the community is conservative and does not value modern education much. The parents, by and large, are illiterate or just literate. The teachers who come out of the training institutions will have to handle the above stated groups in a typical socio-cultural environment of Nepal. As inferred from analysis of the views of participants in the present study, the objectives of the elementary teacher education may be formulated as follows:

**Objectives:**

After the completion of the elementary teacher education programme i.e. the Proficiency Certificate in Education Course,
the prospective teachers will be able to:

1. show command over the teaching subjects;
2. communicate effectively in the teaching of subject area;
3. remain fair in teaching and evaluation;
4. show enthusiasm, punctuality and regularity for all the institutional assignments in general and teaching work in particular;
5. keep professionally up to date;
6. prepare required materials for instructional purposes;
7. follow a social and moral code of conduct;
8. remain loyal to crown, country, and the cultural heritage of Nepal;
9. participate in the developmental works of the schools; and
10. support and participate in local developmental works in community around.

Course Organization:

To meet the above mentioned objectives, the elementary teacher education course, designed hypothetically on the basis of the findings, has been presented below:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Description</th>
<th>Full Marks</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>General Education</td>
<td>300 (T)</td>
</tr>
<tr>
<td></td>
<td>a) English</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>b) Nepali</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>c) Nepal Paricharya</td>
<td>100 = 300</td>
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</tbody>
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2. Specializations

a) Maths and science specialization.

b) Language arts specialization
   (Nepali, Sanskrit and English)

c) Social studies specialization
   (History, Geography, Political Science and Economics, one/one paper in each subject)

d) Health and Physical Education and practical arts education specialization.
   (any one area of the above four)

3. Professional education

a) Educational thoughts with modern trends. 50(T)

b) Psychology of teaching and learning 50(T)

c) Problems of modern Nepali education 50(T)

d) Methods of teaching specialization subjects with school curriculum overview grades 1-7 100(T)

e) Student teaching
   I: On Campus activities 30) Internal
   II: Off campus participation 20)
   III: Apprenticeship 50: external
4. Two Electives for 50 marks each*  
   a) Elective I  -  50  
   b) Elective II -  50  

   100  

Grand Total marks = 1150

* A suggestive list for elective papers is given in the appendix "M"

Outline of the teaching/learning process:

In order to attain the objectives of the elementary teacher education through the above mentioned courses of study, a variety of instructional programmes may be employed. Unlike the present practice, only a part of the total course should be taught through teacher directed instruction. For another part of it individualized instruction, under the direct supervision of faculty members may be arranged. Some points may be covered through assignments. On these topics the student teachers may require to present seminar papers before the faculty members and the classmates. For the first year the major portion of the course may be covered through the teacher directed instruction. In the later year the portion may be reduced by replacing it with the supervised study and the self-study methods. The teacher directed instruction may be planned and designed carefully to produce a model for the student teachers to carry to the schools. It must be richly
supplemented by a variety of instructional media. The institution should prepare structured materials for individualized instruction and should maintain a chain of improvement of the same year after year.

Student teaching has been recognized as a component of prime importance. It needs to be vitalized by employing the modern technology and management principles. The programme of student teaching may be organized in three stages:

1. training of teaching skills on the principles of micro-teaching (on campus activity).
2. supervised practice of teaching in the co-operating schools (off campus participation).
3. block practice teaching (apprenticeship).

At the first stage of the student teaching, student teachers will be trained under the micro-teaching situation in the respective campuses. The identified skills will be demonstrated followed by teaching, feedback and reteaching sessions.

At the second stage, student teachers plan the normal teaching lessons and teach under the direct supervision of the campus supervisors in the actual class situation.

At the third stage, the student teachers will be assigned to the schools to work as interns under the control of respective head-masters. They will take up the total load
of teachers' assignments and work as apprentice in a real school situation.

Evaluation:

It may be made inbuilt in the total programme of elementary teacher education in theory and practice aspects, at the campus level, in all the activities. It may not replace directly the final examinations. It may help just to improve the teaching learning situation and thereby improve the quality of the programme. Some tests for theory and some testing lessons for practice teaching in simulated classes may both be arranged periodically. Their scores could be used for feedback purposes and not for the certification. Objective type of questions for the examinations may have a standard format.

Faculty improvement

The feedback of the students may also be used for the improvement of the institutional programme. The faculty members may review results periodically and may think collectively for the improvement of the instructional system. For the guidance of the faculty members the experts may also be invited to share their experiences with the faculty. The annual programmes may be evaluated in the light of the previous experiences every year at the campus level. A tradition of exchange of ideas and innovative practices may be established.