5.14 Conclusion of the study

1. English language teaching as third language at secondary level focuses on multipurpose in acquisition of language. The aims of learning language are to develop the listening, speaking, reading and writing (LSRW) for effective communication. English language content made the tune with these focus skills. Instead of this content analysis of English textbook shows that the textbook focuses on many more constructivist activities such as encouraging to rearrange the information, thinking, problem solving, group projects, group presentation, dramatization, role play, group discussion interaction and enquiry based learning, Opportunity to ask questions, analysis of knowledge and self definitions.

2. The training of constructivism based instructional package produced positive change in the experimental group regarding curiosity and assimilation of previous knowledge. Hence the package is effective for conformity of the previous knowledge.

3. The training of constructivism based instructional package produced positive change in the experimental group regarding motivation to learner to explore the knowledge. Therefore package is effective for the enhancement of giving motivation to the learner.

4. The training of constructivism based instructional package produced positive change in the experimental group regarding efforts for problem solving. Therefore package is effective for problem solving.

5. The training of constructivism based instructional package produced positive change in the experimental group regarding arrangements of activities for learning. Therefore package is effective for arrangements of activities.

6. The training of constructivism based instructional package produced positive change in the experimental group regarding readiness of the pupils to learn. Therefore package is effective for readiness of the pupils to learn.

7. The training of constructivism based instructional package produced positive change in the experimental group regarding opportunities to perform activity individually. Therefore package is effective for readiness of the pupils to perform activity individually.
8. The training of constructivism based instructional package produced positive change in the experimental group regarding observation of group work of learners. Therefore package is effective for the development of observation skill.

9. The training of constructivism based instructional package produced positive change in the experimental group regarding help in difficult situation i.e. scaffolding. Therefore package is effective for help in difficult situation.

10. The training of constructivism based instructional package produced positive change in the experimental group regarding the consideration of individual differences of the learner. Therefore package is effective for the consideration of individual differences.

11. The training of constructivism based instructional package produced positive change in the experimental group regarding the implementation of constructed knowledge in new situation. Therefore package is effective for the implementation of constructed knowledge in new situation.

12. The training of constructivism based instructional package produced positive change in the experimental group regarding student teachers tried to know the hurdles in thinking process. Therefore package is effective for to know the hurdles in thinking process.

13. The training of constructivism based instructional package produced positive change in the experimental group regarding students poses the questions. Therefore package is effective for student’s poses the questions.

14. The treatment given to experimental group has produced significant difference in score of achievement of English subjects so it can be said that constructivism based instructional package significantly enhanced achievement of English subject among 10 std students.

a) Discussion of conclusion

The finding of this study shown that there is too much space in our textbook and curriculum to enrich it with constructivist activities and also the training of constructivist instructional package can facilitate the work of the future teachers as well as teachers in service.
The teaching practice based on constructivism does not affect negatively but it has improved the educational achievements of the students and the efficiency of the student teachers also. This claim is justifiable on the basis of observation of results and outcomes of the study of NCF 2005 which has given emphasis on constructivist learning.

The study of Prof. Rajkuldip Singh (2011) suggested orientation of pupil teachers for effective implementation of constructivism and supports usefulness of constructivism and effectiveness for student teachers.

Dr. U. P. Pradhan (2008) supported constructivist model of teaching and learning in languages and emphasize constructivist activities in the classroom process.

Jonassen (1994) summarizes what refers to as the implication of constructivism for instructional design and conclude constructivist instructions facilitate learning.

Lord T. R. (1997) conducted comparative study of traditional and constructivist teaching and identified that achievement of treated groups is higher than the non treated.

Gulvani, M. (2009) Bharti Dogara (2007) identified the pedagogic practices for enhancement of social emotional intelligence. Pedagogy like role play, field study, dramatization, discussion etc have shown positive effects in student teachers.

Reality is that in many parts of the state and country present classroom teaching is far away from constructivist activities, even though NCF 2005 and SCF 2010 accepted constructivism as foundation for syllabi school textbook of 9 std and 10 std are prepared according to the principles of constructivism but appropriate compatible teachers are not available to implement the textbooks. Unfortunately teacher training programmes do not focus on constructivism hence the gap between school curriculum and teacher education is widening. So teachers training programmes should be framed according to constructivist activities on the theoretical as well as practical basis. Student teachers must be made aware about conceptual and theoretical background of constructivism student teachers should be trained to cope with the change role of teachers and learners. They must be able to implement various strategies of constructivism to the actual classroom teaching.
Government training institute such as NCERT, SCERT, and DIET should arrange orientation and training programme to spread awareness about constructivism.

Recommendations based on discussion of conclusion are made for teacher training colleges, teacher educators, and teacher trainees as follows.

MSCERT now a days organizing various programmes to inculcate constructivist view among in-service teachers it is the need of the time to increase the qualities and quantity of preservice and in-service training programmes at various levels for effective implementation of constructivism in teaching learning. Dr. Mashelkar included innovation centered India, and knowledge based society in new panchasheela so to meet this new panchasheelas constructivism can prove the effective role as leader to create knowledge based society and innovation centered India. Hence researcher tried to find out suitable instructional strategy to implement constructivism in actual teaching through English.