CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS
CHAPTER - VI

CONCLUSIONS AND RECOMMENDATIONS

1. MICROTEACHING:

1.1 Majority of the teacher educators are having knowledge of Micro-teaching whether they are from the Arts, Science or Commerce faculties. The faculty of education is not a barrier for obtaining the knowledge of micro-teaching.

1.2 The technique of 'Use of Black board' appears to be restricted. The reasons for this may have to be investigated.

1.3 The percentage of teacher educators using the technique of 'Explanation' is also low.

1.4 The technique, 'Student Innovations' is also used to a very little extent by the teacher educators.

1.5 The percentage of those who use the technique of 'Use of illustrations and examples' is also low.

1.6 The percentage of teacher educators using the technique of 'Handling of teaching aids and other equipments' is low and is equivalent to the use of blackboard.

1.7 A sufficiently large percentage of teacher educators have reported that they use the techniques of 'Lecturing'.
Still it cannot be claimed that the degree of utilisation is very high.

1.8 The technique of 'Probing questions' is being used to a large extent by the teacher educators.

1.9 Only a small percentage of teacher educators are observed to use the technique of 'Dealing with answers'.

1.10 The technique of 'Planned repetition' is being used to a negligible extent.

1.11 The 'Teacher liveliness' is present to a very small extent.

1.12 Considerably large percentage of teacher educators have received training in micro-teaching.

1.13 Those trained in microteaching are also observed to use the technique of 'Use of blackboard' to a small extent.

1.14 Out of those who have been trained in micro-teaching, a sufficiently large percentage of teacher educators use the technique of 'Explanation'.

1.15 The percentage of teachers using the techniques of 'Encouraging Group discussions' is observed to be very small amongst the teacher educators who have been trained in micro-teaching.
1.16 The percentage of teacher educators using the technique of 'Student Innovations' is very small amongst the teacher educators who have been trained in micro-teaching.

1.17 A considerably small percentage of teacher educators are found to make 'Use of Illustrations and examples' amongst those that have received training in micro-teaching.

1.18 The percentage of teacher educators using the technique of 'Handling of teaching aids and other equipments' is also small amongst those who have been trained in micro-teaching.

1.19 The percentage of teacher educators using the technique of 'Lecturing' is also small amongst the teachers trained in micro-teaching.

1.20 A remarkably large percentage of the teacher educators are observed to use the technique of 'Probing questions' amongst those who have been trained in micro-teaching.

1.21 A small percentage of the teacher educators have been found to use the technique of 'Dealing with answers' amongst those who have received training in micro-teaching.

1.22 A negligible percentage of the teacher educators have been found to use the techniques of planned repetition amongst those who have received training in micro-teaching.
1.23 A negligible percentage of teacher educators are found to use the techniques of 'Teacher liveliness' amongst those who have been trained in micro-teaching.

1.24 The percentage of teacher educators using the technique of 'Stimulus variation' amongst the teacher educators who have received training in micro-teaching is very low.

1.25 The teacher educators in general, seem to give more importance to 'Lecturing' whereas those who have received training in micro-teaching do not seem to give more importance to it. 'Use of Illustrations and examples' is given more importance by the teacher educators who have received training in micro-teaching, whereas all the teachers taken together do not give much importance to it. Other techniques are equally ranked by both type of teacher educators.

1.26 The teacher educators are of the opinion that micro-teaching is largely useful in Science, mathematics and languages.

1.27 The teacher educators are of the opinion that micro-teaching is useful for Pupil teachers in Training colleges.

1.28 The teacher educators are of the opinion that micro-teaching is effective for improving various skills in teaching.
1.29 The teacher educators are of the opinion that the micro-teaching will be effective only when followed by a bridge lesson.

1.30 All the principals of Secondary Training Colleges have reported that they have read in micro-teaching and a majority of them have declared that they have attended seminars or workshops in micro-teaching.

1.31 A considerably large percentage of Principals have reported that the micro-teaching is being practiced at the Institution.

1.32 While pointing out the disadvantages of micro-teaching the teacher educators have also suggested changes in adopting micro-teaching.

1.33 It is recommended that a short course be planned as a certificate course qualifying the teacher-educators to act as supervisors at the time of experimentations on micro-teaching. The techniques of micro-teaching should be developed in the State of Maharashtra at all levels of education particularly the higher education, so that the present status of treating it as one of the subjects in the curriculum shall be taken up as the final goal. This would provide skilled teachers in different subjects.
2. VOCATIONAL GUIDANCE:

2.1 A sufficiently large percentage of the teachers have reported that their schools do not have an experienced teacher in vocational guidance. This situation will have to be changed by starting vocational Diploma course for vocational guidance so that teachers already working in the schools can take advantage of it and the schools will benefit by getting experienced teachers.

2.2 It is seen that the guidance is mainly given to the students who need it, where the work of vocational guidance is entrusted to unqualified teachers.

2.3 Where qualified teachers are not available, vocational information is given by unqualified teachers or by persons invited from outside. In some schools, there is no separate provision for the service of vocational guidance.

2.4 A negligible percentage of the teachers have reported that the educational information is given through the vocational guidance services at the school. This situation should be improved by providing such information to the schools through Institutions like the State Institute of Education or the Indian Institute Education etc.
2.5 A large percentage of teachers have reported that they have taken the Diploma in Vocational Guidance. This situation will have to be improved by introducing suitable arrangement so that the teachers already in service can get requisite qualifications.

2.6 All teachers, whether qualified or not are of the opinion that a Vocational Guidance Centre must be run by a qualified teacher. More of the qualified teachers recommend that Vocational guidance literature should be provided to the teachers.

2.7 A large percentage of teachers are of the opinion that Vocational Guidance will be useful to 11th and 12th standard students. This is mainly attributed to the keen competition at the medical and engineering courses. If students are properly guided all will not rush into such courses.

2.8 The percentage of the teachers unwilling to take up training in Vocational guidance is not negligible. Seminars and conferences should be held from time to time to stress the importance of Vocational guidance to such teachers, so that they may develop interest in the subjects.
2.9 Both qualified as well as unqualified teachers are of the opinion that special attention be given to 10th standard students in Vocational Guidance.

2.10 It is observed that unqualified teachers treat vocational Guidance with reference to curricula, as very important, as compared to qualified teachers.

2.11 The percentage of teachers training Vocational Guidance through modern methods of production marketing and planning are treated equally unimportant by the qualified as well as unqualified teachers.

2.12 Both qualified as well as unqualified teachers give equal importance to the fact that the children's needs are very important in considering Vocational Guidance programme. It is, therefore, recommended that before starting a vocational guidance centre the need of the students be assessed by conducting a survey and the centre to be equipped according to their needs.

2.13 A sufficiently large percentage of the teachers have reported that academic and occupational courses should be segregated. Qualified and unqualified teachers are observed to give importance to this.
2.14 A large percentage of the teachers are of the opinion that academic and occupational courses should form a part of a general curriculum. Qualified teachers are more in favour of combining the course.

2.15 A large percentage of the teachers are of the opinion that Vocational Guidance should be started at the Secondary School level.

2.16 A small percentage of Principals have reported that they have special training in Vocational Guidance. A majority of them have General Master's Course or have offered it as an optional paper at B.Ed. examination.

2.17 The Principals do not seem to be largely involved in practical Vocational Guidance. This situation will have to be improved.

2.18 A large percentage of the Principals have reported that they are familiar with the following facilities of the Vocational Guidance. (1) Organising Career lectures and exhibitions (2) Through Published literature (3) Through regular syllabus (4) Weekly course.

2.19 The Principals have reported that the Vocational Guidance in Secondary schools is not satisfactory and the shortcomings are (1) Limited facilities (2) non-utilisation
of available facilities (3) No incentive to the staff members (4) No special allocation of time (5) Disinterest of parents and teachers (6) No trained teachers (7) Lack of knowledge of opportunities outside.

2.20 The Principals have reported that they are acquainted with the progress of Vocational Guidance at the Secondary School levels in U.K. and U.S.A.

2.21 The suggestions made by the Principals in improving the Vocational Guidance service are as under: (1) Teacher and parents orientation be done (2) Be made compulsory at school levels, (3) Full time counsellors should be in the school (4) Agencies such as Rotary Club etc. should be associated with the work (5) Visits to industrial units be frequently arranged (6) Sufficient finance be provided (7) District level Guidance centres be opened.

2.22 The lacunas of the Vocational Guidance have been pointed out by the Principals as under, which do not permit its progress: (1) We have no counsellor at each school (2) We give more weightage to paper qualifications (3) Our Vocational Guidance bureau lack in after guidance (4) There is no clinic to see whether students are following properly and are satisfied (5) Less number of experts in our bureau (6) Subjects other than those of scholastic importance are neglected (7) Insufficient funds (8) Disinterest of parents and pupils (8) No facilities are available at industries and factories.
3. WORK EXPERIENCE:

3.1 All the headmasters are of the opinion that training in Work Experience is essential to teachers.

3.2 A considerably large percentage of headmasters, are of the opinion that the course for Work Experience for the teachers may be taken as a Vacation course with a duration of one month and should be taken up beyond the syllabus, with technical nature.

3.3 The headmasters are largely of the opinion that interest in the vocation should be used as a criteria for selection of a teacher for the course of training in Vocational Guidance.

3.4 A large percentage of the headmasters are of the opinion that the work experience should be incorporated in the regular time table so that it will be correlated with the teaching of other subjects, in the class.

3.5 Headmasters at large are of the opinion that the number of periods given to practical in work experience should be two during a week and the theory part should be managed in one period.

3.6 A large percentage of headmasters are of the opinion
that work experience does not affect the other subjects taught in the school. Those who have declared that it affects the other subjects have pointed out that it detracts attention of the students from studying other subjects. Those declaring that it has good effects have declared that practical experience leads to accuracy. It is welcome change from the daily routine and school work and adds to the knowledge of the students.

3.7 According to the headmasters the present syllabus of work experience is non-beneficial to the society as well as to the pupils.

3.8 The suggestions for improving the syllabus of the work experience at the schools, as made by the headmasters are as under: (1) It should be taught as a short term course (2) It should be included as a separate subject for Standard VIII to X. (3) Camps at different places should be organised (4) The syllabus for work experience should be planned by taking into consideration the needs of the local society. (5) Sufficient interest should be created in the pupils (6) Sufficient trained teachers along with the necessary tools, equipment etc. should be made available. (7) Such subjects as are useful in daily life should be included in the syllabus of work experience. (8) Arrangements
should be made with local production units to accommodate pupils for work experience. (9) Work experience teachers should be given extra remuneration. (10) Different subjects should be included, taking into consideration the age and standard of the student and also the need of the society. (11) Ratings of the performance should be made on the basis of age.

3.9 The suggestions for the arrangements for guidance and supervision of experience in the school are as under:
(1) Exhibiting the product at the end of each term
(2) Taking the help of the staff for getting the work done.
(3) Make supervising and guiding necessary in practical knowledge. (4) Organising visits to nearby industrial units. (5) Encouraging group discussions.

3.10 A large percentage of headmasters have declared that students find the work experience to be useful since they get things out of it.

3.11 A small percentage of the headmasters have reported that they get cooperation from outside experts regarding work experience.

3.12 A sufficiently large percentage of the headmasters have stressed the necessity of having training for work experience, with a short-term course of one month.
3.13 The difficulties experienced by students as envisaged by the headmasters are as under: (1) No cooperation from teachers (2) No tools, rooms etc. (3) Untrained teachers (4) Not connected with academic studies (5) Lack of knowledge in teachers (6) No coordination with life.

3.14 The difficulties experienced by teachers as assessed by the headmasters have been as under: (1) No interest in production shown by the school (2) Shortage of tools, equipment and material (3) Insufficient time allotment (4) Individual guidance not possible (5) Subject treated as unimportant (6) Lack of enthusiasm and aptitude among students (7) Difficulty of choosing work experience according to individual inclination of students (8) Too large number of students to be handled (9) Too many records to be maintained in the present system.

3.15 Suggestions made by the headmasters to overcome these difficulties are as under: (1) Work experience should be made a compulsory subject (2) Teachers should be trained (3) More periods should be made available (4) Sufficient tools, equipments and rooms should be provided (5) Teachers should guide the students in the holidays (6) Group practicals should be arranged (7) Tools should be collected from Government as well as private agencies
(8) Prizes should be collected from Government as well as private agencies  
(9) Passing should be compulsory  
(10) Arrangements should be made at the production units in the neighbourhood for the practical work.

3.16 A large percentage of Principals of Secondary Training Colleges are acquainted with the programme of work experience.

3.17 A small percentage of the Principals, is acquainted with the polytechnique education in USSR and UK.

3.18 A considerably large percentage of Principals is observed to have been involved in the Work Experience programme conducted by their college. The items taken under the programme are (1) Gardening (2) Food preservation and canning (3) Craft (4) Preparation of bread and biscuits (5) Book binding (6) Photography (7) Embroidery

3.19 The difficulties experienced in carrying out the programme have been given as: (1) No sufficient material and time (2) absence of trained teachers (3) Students do not get enough practice (4) No practical examination for inducement of the students (5) Marketing facilities are not available for the products manufactured.
3.20 The suggestions made for overcoming the difficulties are: (1) Sufficient budget provisions (2) Training personnel at the college (3) Allocating specific time (4) Keeping a practical examination (5) Marketing facilities for the product should be made available (6) Appointing a special teacher for work experience (7) Reliable evaluation techniques be developed (5) Work Experience be given more weightage.

3.21 Ways and means for integrating have been reported as: (1) Diversified courses should be linked upto graduation level (2) Abilities of pupils be measured (3) Arrangements be made with the industries for these courses.

4.1 Micro-teaching is thus observed to be desirable for various skills in teaching, yet it is not being developed even when it is feasible to do so. Special attention has to be given by the teacher educators for using the techniques of micro-teaching for teacher effectiveness. Merely including it in the syllabus is not sufficient. The entire scheme needs a revision in the state of Maharashtra.

4.2 The educationist and those at the Government levels in dealing with educational systems have realised the importance of vocational guidance, but in practice it has
been restricted to the declaration of knowledge to a limited extent. The Maharashtra Govt. has established a bureau with the only objective of collecting occupational information. The vocational guidance in Maharashtra has still not crossed the infant stage as compared to its development elsewhere. The research workers in the educational fields do not seem to have given attention to it to make it effective. The students at large are still led by the common flow into the lines of Engineers and medical. Arts faculty which was being considered as a means for improving the abilities and knowledge in social sciences appears to have been purely neglected by students of both the sexes. The faculty of commerce which has been recently developed through the necessity of the personnel required for meeting with the demands of the fast developing industrial world has not been covered under the vocational guidance. Thus, vocational guidance also has been neglected in the State of Maharashtra even when it is desirable and the development is feasible.

4.3 The developed countries are using work experience with an intention to develop the power of observation and creativeness of the students. In modelling work, students develop coordination of movement, dexterity and the ability revised with a new plan for the State of Maharashtra so
that it keeps pace with the fast developing industries. Cooperation of the parents, teachers and industrialists has to be sought for taking seminars and conferences for the propagation of work experience.