RESULTS AND DISCUSSIONS
RESULTS AND DISCUSSIONS

After going through all the steps followed in this research work, it is found that curriculum may be explained as what happened in the classroom or laboratory. A truly integrated curriculum results in the day that smoothly, providing many opportunities for students to learn in all the areas, allowing for individual differences in learning styles and rates, and encouraging creativity thought a variety of various experiences.

If learning has to be integrated and purposeful for the students, the approaches for curriculum design must incorporate differences with a student on initiated approach.

Teachers must be given opportunities to develop, implement, and evaluate developmentally appropriate curricular and instructional strategies that go beyond the traditional high middle low group way of looking at organizing and learning by children in their classroom communication.

As far as general curriculum is concerned, it can be seen that 100% schools of all cultural setting were having curriculum which was based on goals. It was found that almost all the institutions reported that their main goal of curriculum was to educate the children and make them good human beings. Some of them told that goal of curriculum was to impart knowledge to children for their all round development.

On the other hand, observation done by the researcher reflected a different image. Most of the syllabi did not cover all the aspects, and main emphasis was not on student-centered activities. It was also felt by the researcher that even administrators and teachers were not aware about goals and objectives.

It is observed that the staff of the schools had knowledge that Curriculum should be based on some goals but they are not aware of what type of goals and not bothered about achieving those goals.
It is reported that the curriculum was Philosophy based. Results made by the researcher, observation reflected that the teachers of very few institutions except labs know the term philosophy and they did not follow any philosophy given by different educators but actually they were running the programmes in the way they desired.

The observation made by the researcher indicated that most of institutions were having subject centered programmes. Teachers wanted to complete their prescribed syllabus.

Most of the institutions were having this type of curriculum on paper only and were not implementing practically. Thus, it is very necessary for teachers to do some training courses to gain knowledge and experiences in this component.

The knowledge of every aspects and related practical activities to teach the children easily, should be given to all the students, who are taking training of nursery teachers, because they should come to know about all the methods of teaching every area or subject of teaching every area or subject to teach the children.

It is also necessary to give the full training to NTT Training to conduct different practical classes by play way method for various aspects of children during their developmental milestones.

Students or trainers should attend classes five days in a week i.e. Monday to Friday. Saturday may be utilized by the teachers for programme evaluation, planning of the next week's programme and preparation of materials etc.

Since the purpose of education and training is to promote the knowledge of students. Curriculum should provide opportunities for total learning.

In this research work, information has got by the researcher is in three parts. Survey done by the researcher, represents all the qualities and drawbacks of this course and related aspects. Here, all the collected information is given below.

(210)
About General Information:

In reference to the affiliation and recognition of the course of running in Varanasi and Allahabad, only one course of Allahabad, N.T.T. centre was affiliated to U.P. State Government and other courses affiliated to All India Pre-Primary Teachers Vocational Education and All India Teachers Vocational Education. Which are private bodies, now it seems that there is big lack that no Govt. institution of Nursery Teachers Training is in Varanasi and only two Institutions are running as a government body (in Allahabad and Agra) in U.P.

So institutions of Nursery Teacher Training should start in all district in U.P.

In case of admission requirements private institutions are giving admission to 10th or 12th passed students, who are not as much eligible to understand all the aspects of child's development. Graduation must be the eligible to take admission in this course.

For the method of admission it can be said that private institutions are taking admission in NTT course directly, which is not correct or right because they are also admitting those candidates who do not have any base related to this subject (NTT).

Only government institutions Allahabad NTT Centre and Agra NTT Centre have 100% job placement for students but the other institutions, running at private level have not any information and dates regarding job placement of students. But in spite of all, one question arises that Govt. NTT Centres provide job to the students or trainees in primary school not in Nursery School because a big lack of separate Nursery School is there.

About Infrastructure:

In reference to infrastructure of institutions surveyed by the researcher many hidden things came into focus as lack of building, Teaching Aids, Toilet, Water supply, Furniture etc.

First, if we take building, overall space, lecture rooms practical labs, rest room, play ground or open ground of institutions, it is found that building is satisfactory in most of private institutions but they all are rented. They do not have their own infrastructure. On the other hand, in Allahabad NTT Centre,
building is not satisfactory. It needs, lot of improvement as there is no separate practical lab & rest room and only one lecture room is there which has to be renovated.

Other than those, toilet and water supply is not in appropriate situation in this institution.

In case of Teaching Aids it was found that 90% of institutions have only Black Board and 10% of them have other types of Teaching Aids as Glass boards, charts, Posters, Books, Blocks etc. So it can be said that they should have to be proper teaching aid by which teacher and taught feel comfort to teach and learn. They should also have sufficient play materials, because the prescribed techniques to teach children is PLAYWAY METHOD, for which trainees of NTT course should have proper knowledge to use these play materials for teaching children.

The information collected regarding furniture and furnishings is that only 10% institutions have sufficient furniture furnishings and other 90% of institution have not the furniture and furnishing as they need to have.

In context of management, 70% institutions are satisfied with their management and 30% are not, because teachers have to do all the work regarding management as fee collection, Record making, Salary & accounting etc. As well as the information collected regarding budget, it is reported that only 10% of institutions are getting budget sanctioned by Govt. being a govt. body and 90% of institutions have to manage the budget their own. That's why teachers are not getting proper salary as well as full fledge courses are not running & sufficient no. of staff is not there.

For upgradation techniques, most of the teachers and students have no concept about it for teaching and learning only some institutions upgrade their techniques by seminars and conference etc.

Regarding the essential qualification of teachers only Govt. institutions have the eligibility for teachers is certificate of training and private institutions have not fixed bar for qualification of teachers. They may be either M.A. or B.Ed.
About Syllabus:

In the view about present syllabus, it is reported that 90% of institution are satisfied with syllabus because they do not want neither major nor minor change in it but 10% of institutions are not satisfied with it. They want to change the syllabus in major or minor way and they want to upgrade the techniques of teaching & learning and also they have the concept to learn new techniques.

In reference to teaching method all institutions are following those methods which are given in prescribed syllabus, as – indoor & outdoor Activities, cultural Activities, Tours or Picnics etc.

Along with it, Training organising and managing and institution is given by 40% of institutions and training to teach exceptional children is given by 50% institutions. But lack of training of traditional method of child care is there, because 90% institutions are not giving this training, as it is the base of new techniques and it is necessary to include in syllabus. So it should be an essential part of it.

At last, impact of the course is stated 'Good' by all institutions including Teachers & Trainees. The results obtained in present study are not as much satisfactory as they should be.

It is evident clearly from observations that there is a normal response from Teachers, Administrators and Trainees of NTT course.

Hence, this study is a small effort to know the deficiencies present in this important course, which will be the base for Trainees and Children's future.

So, there is a need to solve the problems and correct the deficiencies found in syllabus, and Infrastructure of NTT Centres.

*****

(213)