



FEEDBACK OF DIPLOMA IN TEACHER-EDUCATION CURRICULUM OF MAHARASHTRA STATE

Bhaskar Vishnu Igawe, Ph. D.

Assistant Professor, Department of Lifelong Learning & Extension, Pune Sub-Centre, SNTD Women's University, Karve Road, Pune 411038

Abstract

Primary Teacher plays very important role in every student's life. Student imitates various skills, behavioral or learning style from their primary teacher. After twelve years in June 2005 Maharashtra state has revised the curriculum of Diploma in Teacher-Education (D.T.Ed. earlier it was known as D.Ed.). Researcher was teacher-educator at that time. Researcher strongly felt the need to know, what will be the effects of new curriculum, What are the strengths and weaknesses of this curriculum, what are the opinions of teacher-trainees, teacher-educators, Principals, experts and educationalists about this new curriculum. Researcher has dual mind situation about the new curriculum and he decided to work on this for his M.Phil. level research work.

Researcher stated the research problem as "Feedback of Diploma in Teacher-Education Curriculum in Maharashtra". He applied Survey research method for the same. Data was collected from the Teacher-trainees, Teacher-educators and Principals of D.T.Ed. College. He adopted simple random sampling method for selection of sample. Sample was according to subjects, medium, gender, class. Data was collected with the help of questionnaire, interview and schedules.

Collected data was analyzed by statistical tools, i.e. percentage, graph, etc. Researcher used SWOT analysis method, to state the Major findings, which was very impressive and useful. Conclusions of the research were very important for implementation to this curriculum. Researcher also recommended suggestions to teacher-trainees, teacher-educators, Principals, D.I.E.T. and Maharashtra state examination Board for best results from the curriculum. Success of this research work is that D.T.Ed. Curriculum Board, Maharashtra state made changes according to this study.



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

Introduction

Primary Teacher plays very important role in every student's life. Student imitates various skills, behavioral or learning style from their primary teacher. After twelve years in June 2005 Maharashtra state has revised the curriculum of Diploma in Teacher-Education (D.T.Ed. earlier it was known as D.Ed.). Researcher was teacher-educator at that time. Researcher strongly felt the need to know, what will be the effects of new curriculum, What are the strengths and weaknesses of this curriculum, what are the opinions of teacher-trainees, Copyright © 2019, Scholarly Research Journal for Interdisciplinary Studies

teacher-educators, Principals, experts and educationalists about this new curriculum. Researcher stated the research problem as “Feedback of Diploma in Teacher-Education Curriculum in Maharashtra”. He applied Survey research method for the same. Data was collected from the Teacher-trainees, Teacher-educators and Principals of D.T.Ed. College. He adopted simple random sampling method for selection of sample. Sample was according to subjects, medium, gender, class. Data was collected with the help of questionnaire, interview and schedules.

Need and Importance

These researches primarily aim at feedback of the curriculum which is constructed for D.T.Ed. course. The growth ratio of the pupil is higher at the stage of childhood. The role of family and primary teacher is very important at this stage. Primary teacher becomes the ideal model for these pupils. So the role of teacher in the development of the pupil needs to be strengthened. Curriculum of the D.T.Ed. helps the teachers to become a trained, skilled teacher. It is the curriculum, which helps to educate the teacher so the teachers help the pupils to be educated. In this sense any aspect of the development of the teacher does not outside the area of curriculum.

Objectives of the Study

1. To study the opinion of Principals of the D.T.Ed. Course regarding with the curriculum of D.T.Ed.
2. To study the opinion of Teacher-Educators of the D.T.Ed. Course regarding with the curriculum of D.T.Ed.
3. To study the opinion of Student-Teachers of the D.T.Ed. Course regarding with the curriculum of D.T.Ed.
4. To suggest the recommendations after studying and analyzing the opinions of Principals, Teacher-Educators and Student-Teachers of D.T.Ed. course regarding with the curriculum of D.T.Ed.

Methodology

Survey research method is applied for the research study. The method is used to know the educational problems of students from students and Teachers

Population

The population of this research is 30 D.T.Ed. Colleges, 30 Principals, 227 Teacher-Educators and 2747 student-Teachers

Sample

10 Principals, 95 Teacher-educators, 400 student-teachers were selected by using Random sampling Method.

Major Findings

- The major findings of this study is written in the from of “SWOT” analysis
- **Strengths:**
- This curriculum is comprehensive; it involves various areas of teaching and the factors which are related day to day life.
- This curriculum fulfills the objectives which are prescribed.
- According to principals and teachers practicum based on subjects are excellent. Content of theory is rich.
- According to principals and teacher-educators the analysis of content is done according to certain objectives, learning experiences and evaluation.
- According to principals and teacher-educators theory papers and practicum based on that are complementary for the development of personality.
- According to student-teachers the observation of the lessons are helpful to improve the teaching skills.
- **Weakness:**
- According to Principals and teacher-educators the scope of theory subjects is very vast. Some of the concepts are difficult to understand. i.e. theories of psychology
- According to principals and teacher-educators some content is repeated in some subjects.
- Less weightage is given to some subjects, such as social service, drawing, workshop, music, physical education.
- No marks are set up for internal tests and tutorials.
- There is lack of objectivity in assessing practicum work and annual lessons.
- There is lack of informality regarding with practice lessons between various colleges.
- According to Principals and Student-Teachers, the teacher-educators are not teaching effectively.
- There is lack of availability of enriched reference books.
- **Opportunities:**
- There should be flexibility while implementing the D.T.Ed. course

- Teacher-educators should study the lesson notes and should prepare ideal lesson notes, it should get approval by SCERT and DIET, then it should be circulated among the various colleges.
- Teaching can be done by correlating the activities, co-curricular activities and practicum work with theory.
- Teacher-educators should use ICT in teaching to teach effectively by saving the time and efforts.
- Some units can be given for self-study.
- Principals and teacher-educators should write some books based on their experience and knowledge in teaching field.
- Teacher-educators should take efforts for effective teaching.
- **Threats:**
- The waste scope of theory papers and mark based curriculum encourages the students to be exam oriented.
- Students may neglect the internal tests and tutorials since they have no marks. This may affect the final result of students.
- Students may develop negative attitude towards the curriculum due to difficult concepts.
- An integration of content and teaching method is difficult while teaching because students do not get the content knowledge.

There will be lack of reliability and objectivity because assessment of practical and annual lessons becomes subjective.

Conclusions

- According to Principals of D.T.Ed, the content is adequate for achieving objectives. The content of theory subject is rich. The practicum work is complementary for theory, but the scope of subjects is very large and time duration is less. Some concepts are difficult to understand. Repetition of some content, meaningless orientations, trainings, lack of uniformity in lessons creates various problems while implementing the curriculum.
- Teacher-educators are satisfied with the objectives of the curriculum, practicum work, micro lessons, practice lessons and richness of the content, but theory subjects, their scope total period and duration fix for the curriculum, subjectivity in assessing the

annual lessons, lack of contents in the sub of content-cum-methodology lead to various problems.

- Student-teacher are satisfied with micro teaching, practice lessons, practicum, theory subjects, social service programmes, co-curricular activities, physical education, but they facing problems because of subjectivity in the assessment of practical work, high difficulty level of some concepts, theories, lack of applications of curriculum, lack of effectiveness in teaching, markless unit tests and the bitter experiences regarding the annual lesson.
- Present curriculum having some qualities as well as some limitations. These limitations should be avoided by MSCERT while constructing further curriculum. Principals and teacher-educators should give continuous guidance and should provide various facilities regarding the implementation of curriculum. Teacher-educator should understand the threats and the opportunities of the curriculum. They should give innovative efforts. Student-teacher should be encouraged to do self-study. The successful implementation of the curriculum can be done with the help of coordination and cooperation among the MSCERT, DIET, D.T.Ed. Colleges, Principals, teacher-educators and student-teachers.