

## **Chapter 5**

### **Summary, Findings and Suggestions**

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#### **5.1 Introduction**

The investigator arrives at this stage after a rigorous exercise of analysing the data and putting insight to make objectives more generative and significant. The writing of research findings is usually the concluding task of a research endeavour. Research is directed towards the goal of discovering new knowledge which can add its contribution to the expansion of the ocean of knowledge.

#### **5.2 Summary of the Study**

Education leads to individual freedom and empowerment, which yields significant societal development gains and makes an individual self-reliant. Every country has its own educational history. The country India is not exception in this regard. The Government of India has constituted a good number of committees, commissions, National Education Policies and initiatives have been taken up by the government before and after independence to promote and develop the whole educational scenario of the country. But very few Education Commissions and Committees are successful in the implementation of the recommendations given by those Commissions and Committees. The latest education policy is the National Education Policy (NEP) 2020. The new NEP 2020 suggests structural changes right from school education to higher education and regulatory bodies. Any change in the system or policy is not directly accepted by the people. After strong arguments and empirical reasons, it is accepted by all. Implementation of this policy after 34 years, has given rise to several arguments among the educational sectors, politicians, experts, stakeholders, common people, etc.

The research reports also revealed that lots of research studies had been carried out in the field of education especially on the history of education more specifically the system of education in India since Independence. But it is a matter of regret that hardly any study has been taken up to examine the awareness and opinions of the teachers, teacher educators who are the great pillar to construct the very idea of educational development

in the country regarding the recommendations before its implementations in education which persuaded the present investigator to raise the following issue such as- what are the significance of recommendations made by the NEP 2020 on opening of teacher education programmes and how much the teacher educators are aware of it what are their perceptions or opinions regarding it ? How far these recommendations are taken into consideration by the teacher educators?

To find out the answer of these questions the present study an entitled, — “A study on the awareness and opinions of teacher educators towards the opening of teacher education programmes in multidisciplinary centres” is designed.

### **5.3 Findings of the Present Study**

The main findings that came out of the study are listed below as per the respective objectives

1. For the first objective the result shows that-
  - a) 38.75% teacher educators have high awareness level regarding the opening of teacher education programmes in multidisciplinary centres.
  - b) 28.75% teacher educators have moderate awareness level regarding the opening of teacher education programmes in multidisciplinary centres and
  - c) 32.5% teacher educators have poor awareness level regarding the opening of teacher education programmes in multidisciplinary centres.
2. For the second objective the result shows that-
  - a) 60% of the teacher educators have expressed positively that there is a need for revamping of the Indian education system with the aspirational goals of 21st century goals whereas 23.75% respondents expressed neutral opinions and 16.25% respondents have expressed negative opinions towards it.
  - b) Only 46.25% of the teacher educators have expressed positively that NTA will ensure the recruitment of very best and brightest candidates to enter into the teaching profession whereas 38.75% respondents expressed neutral opinions and 15% respondents have expressed negative opinions towards it.
  - c) Only 52.5% of the teacher educators have expressed positively that the NEP-2020 will ensure the teacher educators to be well versed in the latest

advances in education and pedagogy along with the Indian values, languages, ethos and traditions whereas 36.25% respondents expressed neutral opinions and 11.25% respondents have expressed negative opinions towards it.

- d) Only 46.25% of the teacher educators have expressed positively that the proposed radical and stringent action by Nep-2020 against the substandard and dysfunctional TEIs will ensure to raise standards, integrity and credibility of the teacher education system whereas 35% respondents expressed neutral opinions and 18.75% respondents have expressed negative opinions towards it.
- e) Only 17.5% of the teacher educators have expressed positively that there is a possibility to convert all the existing TEIs into multidisciplinary institutions by 2030 whereas 42.05% respondents expressed neutral opinions and 40% respondents have expressed negative opinions towards it.
- f) Only 20% of the teacher educators have expressed positively that the integration of anganwadi workers and social workers with the school complex will ensure the retention of the school age children whereas 46.25% respondents expressed neutral opinions and 33.75% respondents have expressed negative opinions towards it.
- g) 61.25% of the teacher educators have expressed positively that the introduction of 4-year integrated B.Ed. degree as the dual major holistic degree qualification will help in the holistic development of an individual whereas 21.25% respondents expressed neutral opinions and only 17.5% respondents have expressed negative opinions towards it.
- h) 57.5% of the teacher educators have expressed positively that the NTA will ensure the uniform standards for admission to teacher education courses whereas 31.25% respondents expressed neutral opinions and only 11.25% respondents have expressed negative opinions towards it.
- i) 65% of the teacher educators have expressed positively that the use of ICT platforms such as SWAYAM/DIKSHA for online training of teachers will be helpful in professional development and competencies whereas 23.75%

respondents expressed neutral opinions and only 11.25% respondents have expressed negative opinions towards it.

- j) 53.75% of the teacher educators have expressed positively that the national mission for mentoring by the outstanding senior/retired faculties will provide short and long term mentoring support to colleges/universities whereas 35% respondents expressed neutral opinions and only 11.25% respondents have expressed negative opinions towards it.
- k) 63.75% of the teacher educators have expressed positively that the 5+3+3+4 school structure will ensure the overall learning of an individual whereas 25% respondents expressed neutral opinions and only 11.25% respondents have expressed negative opinions towards it.
- l) 63.75% of the teacher educators have expressed positively that the NEP-2020 will help to bring the very best of the students through experiential learning whereas 25% respondents expressed neutral opinions and only 11.25% respondents have expressed negative opinions towards it.
- m) Only 21.25% of the teacher educators have expressed positively that the universalization of education from preschool to secondary level with 100% GER can be achieved by 2030 whereas 36.25% respondents expressed neutral opinions and 42.5% respondents have expressed negative opinions towards it.
- n) 60% of the teacher educators have expressed positively that the new teacher education guidelines of NEP-2020 will help in development of quality teacher education professionals whereas 30% respondents expressed neutral opinions and only 10% respondents have expressed negative opinions towards it.
- o) 56.25% of the teacher educators have expressed positively that the proposed 360 degree holistic assessment will bring a drastic reform in the assessment process of students whereas 33.75% respondents expressed neutral opinions and only 10% respondents have expressed negative opinions towards it.
- p) 42.5% of the teacher educators have expressed positively that the proposal of establishment of BoG will empower the institutions to govern without any

- external interference whereas only 27.5% respondents expressed neutral opinions and 30% respondents have expressed negative opinions towards it.
- q) 61.25% of the respondents have expressed positively that the proposal of conversion of the standalone TEIs into multidisciplinary institutions will help to improve the quality of teacher education programmes whereas 27.5% respondents expressed neutral opinions and only 11.25% respondents have expressed negative opinions towards it.
  - r) Only 26.25% of the teacher educators have expressed positively that the introduced Academic Bank of Credit in NEP-2020 to digitally store the academic credits earned from various HEIs is practically possible whereas 37.5% respondents expressed neutral opinions and 36.25% respondents have expressed negative opinions towards it.
  - s) Only 31.25% of the teacher educators have expressed positively that the option of multiple entry and exit that was introduced in the NEP-2020 will promote lifelong learning whereas 23.75% respondents expressed neutral opinions and 45% respondents have expressed negative opinions towards it.
  - t) Only 28.75% of the teacher educators have expressed positively that since every child is unique the universalization of ECCE as proposed by the NEP-2020 will not cater the unique needs of every child whereas 30% respondents expressed neutral opinions and 41.25% respondents have expressed negative opinions towards it.
3. For the third objective the result shows that there is no significant difference in awareness of teacher educators regarding the opening of teacher education programmes in multidisciplinary centres with respect to their respective disciplinary background.
  4. For the fourth objective the result shows that there is no significant difference in awareness of teacher educators regarding the opening of teacher education programmes in multidisciplinary centres with respect to their respective gender.
  5. For the fifth objective the result shows that there is no significant difference in opinions of teacher educators towards the opening of teacher education

programmes in multidisciplinary centres with respect to their respective disciplinary background.

6. For the sixth objective the result shows that there is significant difference in opinions of teacher educators towards the opening of teacher education programmes in multidisciplinary centres with respect to their respective gender. It further indicates that the female teacher educators were having higher mean than male teacher educators which signifies that they have stronger opinions than their counterparts.

#### **5.4 Educational Implications of the Study**

To become an effective teacher, guide, facilitator as well as inspiration to the students can only be possible with proper educational planning and with better educational policies which can transform the educational system towards global education. New education policy begins with the unfinished agenda of NEP-1986. Nep-1986 was rooted in a very different India. Over the years, remarkable strides have been made in terms of access, equity and equality. However there has been a drop in the quality of learning in Indian educational system. In the light of the results of the present study the investigator proposes some educational implications that can be implemented further, which are as follows:-

- As the awareness of the teachers and the teacher educators are not quite high regarding the various recommendations of NEP-2020 so proper exposure facilities by means of various training and workshops can be done.
- Revamping of 10+2 structure to 5+3+3+4. New pedagogical and curricular structure to include pre-primary years. It will be a good departure as this was ignored in education policy documents, and referred to in informal sense.
- NCERT will have to focus on the development of new curricular and pedagogical structure of ECCE. A positive thrust towards formulation of ECCE structure and delivery will be there.
- NTA will have to ensure the quality of recruitment process for teaching profession.

- ICT platforms like SWAYAM/DIKSHA will have to be more flexible and accessible so that it will help the teachers and teacher educators for various online training and for their professional development.
- Establishment of BoG in various educational institutions will have to ensure the empowerment of the institutions without any external interference.
- Conversion of the standalone TEIs into multi-disciplinary institutions. It can be a great help to improve the quality of teacher education programmes.

### **5.5 Suggestions for Further Study**

1. A similar study can be conducted on a large sample including more colleges, universities, TEIs etc.
2. A similar study can be conducted on a large sample including more variables like teaching experiences, in service time periods, locality etc.
3. A comparative study can be conducted on more than two states.
4. A national survey research can be conducted to seek opinions of teacher educators regarding opening of teacher education programmes in multi-disciplinary centres.
5. A follow up study can be conducted to seek how many teacher educators are in agreement towards the various recommendations of NEP-2020.
6. A study can be conducted to find out the opinions of the students and teacher educators towards the conversion of TEIs into multi-disciplinary centres.
7. A study can be conducted to find out the opinions of students, teachers and parents towards the introduction of various integrated courses.